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A TRACKING STUDY REGARDING ISSUES RELATED TO RECRUITMENT OF ENL--ETC(U)

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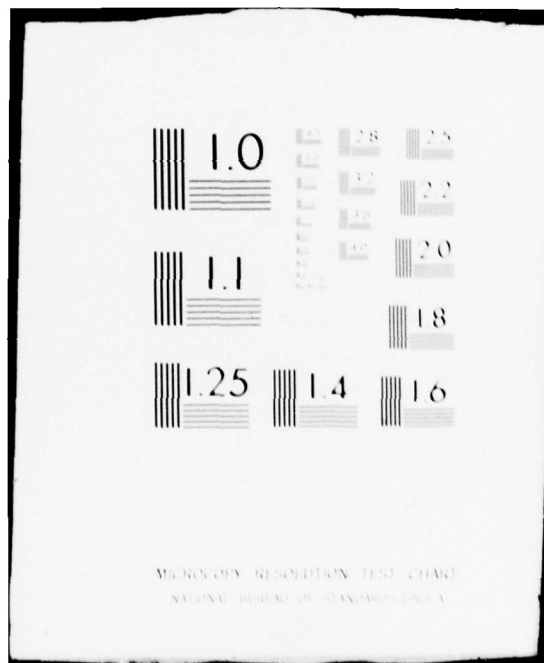
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A TRACKING STUDY REGARDING  
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RESERVE COMPONENTS.

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### EXECUTIVE SUMMARY

This study focused on issues related to accession of enlisted personnel in the National Guard and Reserve forces. Data were collected from 1,500 NPS males, 1,502 NPS females and 1,501 Veterans. These data provided information for: 1) establishing a baseline for tracking enlistment propensity in the Guard/Reserve; 2) understanding the enlistment decision process; and 3) developing strategies for enhancing Guard/Reserve recruiting effectiveness. Two other issues of current interest to DoD were also examined: 1) attitudes toward the imposition of a National Service Requirement and 2) Women in the Military.

The information relevant to the first three goals is presented in the first six conclusions below. The other issues are addressed in conclusions 7 and 8.

1. The baseline data on propensity indicated a large pool of positive propensity Potential Enlistees.

Potential Enlistees were asked their propensity to enlist in each of six National Guard and Reserve components. The percentage of each sample responding positively to each of these, and to the Active Military was:

<u>Component</u>	<u>NPS</u>	<u>NPS</u>	<u>Veterans</u>
	<u>Males</u>	<u>Females</u>	
Air Force Reserve	12.4	7.5	6.8
Air National Guard	10.3	5.6	7.3
Army National Guard	12.7	7.0	10.5
Army Reserve	11.0	6.3	11.4
Marine Corps Reserve	7.2	4.3	2.9
Navy Reserve	9.6	5.6	6.0
Active Military	12.3	6.5	7.1

The highest of the six Guard/Reserve propensities for each individual was used as his or her overall propensity. The percent of each sample having a positive overall propensity was:

Non-Prior Service Males	24.7
Non-Prior Service Females	12.9
Veterans	21.0

For all three samples, the positive propensity groups differed significantly from the negative propensity groups in four ways:

- Had fewer total years formal education.
- Were more likely to have at least one friend who was thinking about joining or who had joined the military
- Were more likely to be single.
- Were composed of proportionately more minority persons.

2. The enlistment decision process is a rational one. It can be substantially explained by nine attitudinal variables.

Enlistment propensity is higher if Potential Enlistees:

1. Accept the need for the military.
2. Accept the idea of imposing on individuals for the sake of achieving societal goals.
3. Feel a desire to work with other people rather than alone.
4. Foresee the achievement of important life goals through service in the Guard/Reserve.
5. See the Guard/Reserve as offering the opportunity to be a member of a respected team.
6. a) Do not see service in the Guard/Reserve as entailing great loss of opportunity to engage in other important activities (among Veterans only).  
b) See the opportunity to break up routine activities through service in the Guard/Reserve (among NPS women only).

7. Do not see the Guard/Reserve as a place of poor leadership or interpersonal conflict.
8. Do not see themselves strongly committed to a present job situation.
9. Perceive social approval for enlistment coming from those who are important to them.

The data show that there are a large number of Potential Enlistees with positive propensity, and that propensity is based on specifiable attitudes about military service. Why, then, are conversions of enlistment propensity to accessions low, and why are they proportionately lower for the Guard/Reserve than for the Active Forces? The next three conclusions will address these questions.

3. Knowledge of the requirements of the Guard/Reserve is low among Potential NPS Enlistees. The Guard/Reserve are only somewhat differentiated from the Active Military (and not from one another). Specific characteristics of the Active Military and the requirements of Active Military service seem to be projected to the Guard/Reserve.

Few Potential NPS Enlistees were aware of the normally correct 6 year service obligation, or of the correct 3 to 6 month active duty requirement. They tended to answer these questions in terms of requirements for the Active Military.

When all Potential Enlistees were asked about the relative similarity of the National Guard, the Reserves, and the Active Military, the following percentages of each sample responded that they were very or somewhat similar:

	<u>Guard and Reserve</u>	<u>Guard and Active Military</u>	<u>Reserve and Active Military</u>
NPS males	74.9	60.9	57.5
NPS females	72.4	61.9	55.4
Veterans	70.5	48.3	46.4

Some differentiations were made between the Guard/Reserve and Active Military on specific characteristics; however, within each sample, the patterns of ratings were quite similar.

4. The six-year initial enlistment requirement for NPS persons reduces the pool of positive propensity Potential Enlistees significantly.

When NPS males and NPS females are made aware of the normal six-year enlistment requirement, the percent showing positive propensity is well below that given initially, in ignorance of this requirement. Positive propensity rises markedly in response to hypothetical questions about other lengths of enlistment requirement.

<u>Length of Enlistment Discussed</u>	<u>Positive Propensity</u>	
	<u>NPS Males</u>	<u>NPS Females</u>
6 years	14.6	9.5
4 years	22.9	15.3
2 years	40.8	31.1
1 year	47.3	40.0

5. Non-high school, positive propensity Potential Enlistees are effectively barred from enlistment by the existing structure of Guard/Reserve training and duty requirements.

Positive propensity individuals who cannot participate in the required active duty or UTAs because of school or work commitments or perceived health limitations were identified. When these people are removed from the pool of available personnel, the percentage remaining in each sample and having positive propensity is only:

Non-Prior Service Males	3.9
Non-Prior Service Females	2.9
Veterans	3.8

(percentages based on non-high school respondents)

In fact, these figures may overstate the percentage available since other barriers to participation were not considered in this study. For instance, the local unit or the available MOS's within that unit might not be attractive to the Potential Enlistee.

What can be done to increase enlistment propensity, to take advantage of other target markets, or to increase the opportunity for service among those with positive propensity?

6. The available information on the factors influencing enlistment propensity and on the barriers to enlistment was used to generate four strategies designed to provide suggested answers to these questions.

Strategy A: Position the Guard and Reserve as Local and Part-time Forces with some Community Service Functions.

This positioning should clearly distinguish the Guard/Reserve both from the Active Military and from civilian organizations. Furthermore, the local and part-time characteristics of the Guard/Reserve should be stressed. The theme should also stress the spirit of local units and the dedication of local units to their essential missions.

Strategy B: Change Requirements for Service and Target the 19-21 Year Old Segment of NPS Males and NPS Females.

The data indicate that the 19-21 year old market has a higher educational level and approximately the same racial distribution, compared to the 17½ to 18 year old segment. At the same time, the 19-21 year old segment has relatively fewer life commitments than older individuals; those commitments they do have or are beginning to develop make those people with positive propensity more available to the Guard/Reserve than to the Active Military.

Three changes in the duty structure of the Guard/Reserve would make it even more accessible to Potential Enlistees:

- The use of flexi-time for UTAs, instead of strictly weekend duty. This would permit individuals to enlist who have fixed weekend commitments, such as work.
- Restructuring the active duty requirement. The current 3-6 month active duty requirement is perceived as interfering with job and school commitments. Restructuring would allow those with full-time jobs, or those who are full-time students to enlist.



- Offering a two-year commitment plan. Such a plan could induce a larger segment of the NPS market to try the Guard/Reserve. While the total committed years of an initial NPS enlistment would be reduced by two-thirds under such a plan, this is offset by a three-fold increase in the pool of available NPS males and females with positive propensity. Furthermore, those gained at the margin are likely to be of higher quality, as indicated by their educational level. The enhancement of retention among these personnel is also necessary to increase the cost-effectiveness of this strategy.

Strategy C: Stress Pride and Team Membership in the Local Guard and Reserve Units.

The attitudinal data indicate that enlistment propensity can be enhanced by an advertising strategy emphasizing the ability of the Potential Enlistee to fill his or her need for activities with friends through participation in the local Guard/Reserve unit. This strategy should also emphasize the potential for individual pride derived from unit membership, because of the unit's accomplishments and its reputation in the community.

Strategy D: Encourage Current Guardsmen and Reservists to Introduce Friends to the Opportunities in the Guard/Reserve.

There are three reasons this strategy should be effective:

- It facilitates the Team Member strategy. People who are similar are more likely to form friendships. If team members influence acquaintances, new enlistees are likely to be similar to them, and likely to develop fast friendships with them.
- Propensity is highly related to the perception that other people important to the respondent would be pleased by his or her enlistment. The Potential Enlistee would receive this approval if he or she is influenced by a friend or relative.
- This strategy would help to reverse the perception that being with others like oneself-- an important goal of many Potential Enlistees--is not achievable in the Guard/Reserve.

These strategies, based on the data collected in this study, should enable DoD personnel to meet some of the problems of enlistment propensity and resulting accessions in the National Guard and Reserve Forces.

Conclusions 7 and 8 address the other issues studied.

7. A National Service Requirement will be more generally accepted if it is not positioned solely as a means of filling military force quotas.

There was a substantial split in favorability toward the imposition of a mandatory National Service Requirement allowing freedom of choice among service options in each of the samples. To the extent that the options for fulfilling such an obligation would be military-oriented, those who are favorable are the same as those with high enlistment propensity at present. More educated and older segments of the samples are more favorable to those options that provide some community services. These results suggest that the imposition of a National Service Requirement will be more generally accepted if it is not positioned solely as a means of filling military force quotas. They also suggest that under a National Service Requirement that includes a choice among options for service, the Guard/Reserve may attract certain high quality segments of the NPS population. This would occur to the degree that the Guard/Reserve projects an image of community service orientation. The Active Military would not fare as well, relatively speaking, under a mandatory National Service program allowing freedom of choice among means of service.

8. The recruiting process aimed at NPS women should address their specific concerns.

NPS females are relatively unaffected by receipt of recruiting literature but are affected by contact with recruiters. It would be wise to expend more personal effort on accession of NPS women. Furthermore, while the basic strategies described here are appropriate to NPS women as well as men, particular life situations are more critical to them, such as marriage. Also, particular appeals of interest and particular concerns differ between the samples. For example, NPS women are more inclined to view service in the military as an opportunity to break routine, and less inclined to view that service as filling important long-term goals. NPS women also evidence more concern than men over having to take orders,

and over men having to take orders from women. One potential concern that did not prove to be an issue among NPS women was a loss of femininity due to service. Specific concerns of women should be addressed in recruiting appeals to them, and they should be prepared realistically for service in the Guard/Reserve during the recruiting process.



PREFACE

This volume of the report consists of five basic sections: Introduction, Methodology, Results, Strategies and Other Relevant Issues. The Introduction reviews the background of this study and presents an overview of the study documentation. The Methodology section briefly describes the samples, sampling plan, questionnaire design and interviewing procedures. The Results section presents the approach used in developing the study questionnaire, an analysis of the propensity data, a model summarizing attitudinal variables relating to propensity, and an analysis of the overall effectiveness of the model in predicting propensity. The Strategies section uses the results to develop practical approaches to enhancing Guard/Reserve accessions. In the final section, two Other Relevant Issues are explored -- National Service Requirement and Women in the Military.

## 1.0 INTRODUCTION

### 1.1 Purpose

The purpose of this study was to collect data regarding the key issues related to accession of enlisted personnel in the National Guard and Reserve forces. These data were used to:

1. Provide baseline data for a tracking study of propensity
2. Increase understanding of the enlistment decision process
3. Develop approaches for enhancing Guard/Reserve recruiting effectiveness

### 1.2 Background

This study was undertaken to provide critical information on enlistment propensity and the variables relating to propensity to enlist in the National Guard and Reserve forces by persons with and without prior service experience. This study was the second study in this research and has provided baseline data for a series of future tracking studies.

The initial study in the research was performed under Contract M00027-73-A0013 and is fully documented in A Study of Issues Related to Accession and Retention of Enlisted Personnel in the Reserve Components (1977). The initial study was conducted as a result of an RFP for an Interview Study of Issues Related to Recruitment and Retention of Enlisted Personnel for the Reserve Military Forces. The RFP noted that there was a question of whether Reserve strength requirements would be met through voluntary enlistment and that there was some evidence that the quality of the enlisted Reserve forces is

declining. Both issues remain matters of concern. Consequently, it is important to monitor the number and quality of the individuals predisposed toward enlistment in the Reserve forces in order to ensure that Guard/Reserve strength requirements will be met with qualified personnel. This study established the baseline data and procedures for this monitoring process.

Women are now joining the Armed Forces in increasing numbers and offer an additional source of quality personnel for meeting Reserve strength requirements. This study collected baseline data regarding the number and quality of women predisposed toward enlistment in the Reserve forces and attitudes toward women in the military. Women were not included in the initial study.

It is also important to track Potential Enlistees' awareness of Guard and Reserve requirements, their perceptions and attitudes toward the Guard and Reserve, their life goals and values, and their reasons for joining the Guard/Reserve. These factors are related to propensity to enlist and are useful in developing strategies to foster accession of both men and women. This study collected baseline data on variables relating to propensity to enlist. These data were used to develop strategies for facilitating enlistment.

Ten focus groups were conducted in five locations across the country in order to develop a better understanding of the full range of beliefs, attitudes, opinions and motivations of the respondents toward the issues. The results of these focus groups strongly affected the design and content of the study questionnaire.

### 1.3 Study Documentation

The results are presented in three volumes. Volume I is a non-technical volume written for operational personnel. It includes a discussion of those results which are important in understanding the current level of propensity, the factors impacting on propensity, the implications of those results for accession, and strategies for enhancing recruitment effectiveness.

Volume II is a highly analytical volume written for readers with quantitative skills who want technical details of the study design, methodology, data collection procedures, and data analysis.

The Appendices of Volumes I and II include copies of the questionnaires and screeners.

Volume III includes the documentation for the tape of raw data transmitted to DoD.

## 2.0 METHODOLOGY

### 2.1 Overview

Data were collected from three geographically stratified probability samples: 1) non-prior service males; 2) non-prior service females; and 3) prior service males. The data were collected via a 30-minute telephone interview conducted from a central WATS line facility. This section describes the samples, the sample design, the questionnaire used for data collection and the interviewing procedures.

### 2.2 The Samples

Data were collected from three groups of Potential Enlistees:

- Sample A -- non-prior service (NPS) males, 17½ to 26 years of age, not college graduates
- Sample B -- non-prior service (NPS) females, 17½ to 26 years of age, not college graduates
- Sample C -- prior service males (Veterans), not in the Selected Reserve at present, with time remaining under their initial six-year obligation

A total of 4503 telephone interviews was completed. There were 1500 NPS males, 1502 NPS females and 1501 Veterans. Each sample size was large enough to allow statistically reliable investigation of the relation between key variables and propensity to enlist.



## 2.3 Sample Design, Questionnaire Design and Interviewing Procedures

### 2.3.1 Sample Design

An overview of the sample design is presented here. A complete, technical description is available in Volume II, Section 1.0.

The NPS samples were drawn from the population of males and females in the 48 contiguous states. They were between the ages of 17½ to 26 and were not college graduates. Two further constraints were that the potential respondents had access to Reserve component training centers and that the NPS males and NPS females were matched on geographic dispersion and demographic characteristics.

The selection of Veterans was a two stage process. First, the Defense Manpower Data Center (DMDC) provided a master sample of 12,612 names which were drawn from the total Veteran population eligible for participation in the study. The master sample excluded those Veterans released after March 1978 and Veterans who had served in the Coast Guard. The names on the master sample supplied by DMDC were sorted by state and by zip code within state. Second, every nth name was selected within each state in order to maintain the relative contribution of each state to the total sample.

### 2.3.2 Questionnaire Design

A complete, technical description of the questionnaire design and rationale is presented in Volume II, Section 4.0.

The questionnaires were developed to meet three sets of needs:

1. The need to collect the necessary baseline data for monitoring enlistment propensity and variables impacting on enlistment propensity.
2. The need to understand better the enlistment decision process. Increased understanding of the enlistment decision process will lead to refinement of the procedures for monitoring enlistment propensity and foster the development of strategies to enhance recruiting effectiveness.
3. The logistics of telephone interviewing. The length of time to answer the questionnaires could not exceed 30 minutes, and the questions had to be easily understood and answered by potential respondents.

### 2.3.3 Interviewing Procedures

For a complete discussion of interviewing and telephone procedures, see Volume II, Section 2.0.

All interviewing for this study was conducted by Valley Forge Information Service (VFIS) under subcontract to Associates for Research in Behavior, Inc.

For the NPS samples, the interviewers were provided with randomly generated telephone numbers which they called to search out eligible respondents. For the Veterans sample, DMDC provided names and last known addresses. However, the addresses were often out of date; over half of the Veterans sample provided by DMDC did not have telephone listings at the addresses supplied.

#### 2.4 Description of Obtained Samples

Demographic data were collected from each of the respondents. These data were used: 1) to describe any demographic differences between those individuals having positive propensity to enlist and those having a negative propensity, and 2) to determine how specific demographic characteristics impacted on propensity.

The descriptions of the obtained samples on the demographics of age, ethnicity, education, family situation, employment, military contact and past military service are shown in Table 2-1.

Demographic differences in specific subsets of each sample are discussed in the Results section, Section 3.0.



TABLE 2-1. CHARACTERISTICS OF THE OBTAINED SAMPLES ON SELECTED DEMOGRAPHICS

DEMOGRAPHICS	SAMPLE		
	NPS MALES	NPS FEMALES	VETERANS
Average age	20 yrs 9 mos	21 yrs	20-24 <sup>1,2)</sup>
<u>Ethnicity</u>			
White	82.0%	82.3%	87.0%
Black	9.6%	9.2%	6.4%
Other	8.4%	8.5%	6.6%
<u>Education</u>			
Less than high school graduate	25.6%	22.1%	6.1%
High school graduate	40.3%	43.1%	49.1%
More than high school graduate	34.1%	34.8%	44.8%
Now attending school	39.5%	35.8%	36.6%
Average grades in high school	B to B-	B	B-
<u>Family Situations</u>			
Married	23.9%	35.8%	52.6%
Average number of dependents	0.58	0.63	1.01
Own home	15.9%	22.2%	27.8%
Have mothers with at least some college	20.8%	20.6%	18.3%
Have fathers with at least some college	26.2%	25.1%	24.6%
Number of siblings <sup>1)</sup>	2	2	2
Number of older siblings <sup>1)</sup>	0	0	1
<u>Employment</u>			
Employed	76.3%	61.5%	83.3%
Employed and satisfied with job	64.9%	52.0%	70.4%
Unemployed and looking for work	12.9%	12.5%	8.3%
Likely to work in factory in next few years	25.9%	17.6%	22.8%
Perceived difficulty in finding job	59.9%	58.4%	60.0%
<u>Military Contact</u>			
Have applied to Guard/Reserve	3.8%	2.0%	10.5%
Have received literature	79.5%	54.3%	84.6%
Had contact with recruiter	35.7%	21.1%	51.4%
Father career military	16.1%	21.9%	10.7%
Sibling in military	24.1%	26.3%	37.8%
Had friend in or considering military	35.5%	35.8%	41.4%
<u>Past Military Service</u>			
Drafted	N.A.	N.A.	2.0%
Satisfied with MOS	N.A.	N.A.	69.1%
Satisfied with service	N.A.	N.A.	68.0%

<sup>1)</sup>Mode

<sup>2)</sup>Age data for NPS samples were recorded in one year categories; for Veterans they were recorded in five year categories.

### 3.0 RESULTS

#### 3.1 Overview

The first purpose of this study was to provide baseline data on propensity. These baseline data can be used as a benchmark for monitoring the predisposition of NPS males, NPS females and Veterans to enlist in the National Guard or Reserves.

The propensity data alone, however, do not provide DoD personnel with the information necessary to enhance propensity and resulting accessions. To influence propensity, the factors impacting on propensity must be understood.

To understand propensity better, five sets of potentially influencing factors were explored. These were:

1. Demographic characteristics of Potential Enlistees.
2. Perceived characteristics and perceptions of the Guard/Reserve.
3. Barriers to joining the Guard/Reserve.
4. Attitudinal concerns about life goals, growth and the Guard/Reserve.
5. Social concerns.

These areas of study were derived from careful analysis of the 1977 research, the results of the focus groups and the existing literature. Furthermore, on the basis of this analysis, the attitudinal area was broken into the following sub-areas:

1. Importance of life goals.
2. Achievability of life goals.
3. Likelihood of certain situations occurring while in the Guard/Reserve.

4. Attitudes toward the military.
5. Attitudes related to the transition to young adulthood.
6. Attitudes toward women in the military.

Since single items can not measure all relevant aspects of an attitudinal sub-area, sets of questionnaire items were developed for each sub-area. The larger set of items in each sub-area was summarized into a smaller number of concepts.

An analysis was then conducted relating attitudinal concept scores to propensity.<sup>1</sup> The success with which these variables predicted propensity was determined. These data were then used as a basis for generating strategies to enhance recruiting effectiveness.

Section 3.0 presents the propensity data, a discussion of the variables that relate to propensity, and an analysis of how well propensity is explained by the attitudinal variables. Suggested strategies for enhancing accession are discussed in Section 4.0.

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<sup>1</sup>The methods used were factor analysis and regression analysis. For details of the analysis and results, see Volume II.

### 3.2 Propensity to Enlist

#### 3.2.1 Propensity Measure

The criterion measure in this study was the rated likelihood of serving in the National Guard or Reserves. This measure is referred to as enlistment propensity. This propensity measure has been used in the past by DoD and is currently being used in tracking propensity for the Active Military.

The propensity measure<sup>1</sup> has four response categories. The top two categories are considered positive propensity and the bottom two are considered negative propensity. In the analysis of the propensity data, each response category was assigned the following value:

- |                           |   |                     |
|---------------------------|---|---------------------|
| 1 = Definitely enlist     | } | Positive Propensity |
| 2 = Probably enlist       |   |                     |
| 3 = Probably not enlist   | } | Negative Propensity |
| 4 = Definitely not enlist |   |                     |

A fifth response category "Don't know" was not offered to respondents but was used for respondents who could not select one of four responses provided.

Potential Enlistees were asked about their propensity to enlist in each of six National Guard and Reserve components. The highest of the six propensities was used as the propensity for the respondent. Those individuals who responded "Don't know" to all components of the Guard and Reserve were dropped from all propensity related analyses.

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<sup>1</sup>A second propensity measure, a composite measure, was developed during the course of the study. This measure provided a more sensitive indicator of propensity. For a complete discussion, see Volume II, Section 6.0.

### 3.2.2 Propensity to Enlist

#### Sample A -- Non-Prior Service Males

The propensity to enlist for the NPS males is shown in Table 3-1. These data indicate that 24.7 percent of the sample had a positive propensity to enlist in at least one of the National Guard or Reserve components.

The differences in the demographic characteristics of the positive propensity and negative propensity groups were examined. Compared to men with a negative propensity to enlist, men with a positive propensity:

- had fewer total years of formal education
- were more likely to be currently attending school
- were younger
- were less likely to be currently employed
- were less likely to have received recruiting literature
- were less likely to own their own home
- were more likely to have fathers who were career military
- reported having lower grades in high school
- were more likely to have at least one good friend who was thinking about joining or who had joined the military
- were more likely to be single
- were as a group composed of proportionately more minorities

Table 3-2 shows the propensity of the NPS males to enlist in each of the National Guard and Reserve components and in the Active Military.



TABLE 3-1. PROPENSITY TO ENLIST IN THE GUARD/RESERVE -- NON-PRIOR SERVICE MALE SAMPLE

PROPENSITY	n	%
Sample <sup>1)</sup>	1,491	100.0
Definitely enlist	50	3.4
Probably enlist	317	21.3
Probably not enlist	511	34.3
Definitely not enlist	613	41.1
Mean <sup>2)</sup>	3.13	
Standard deviation	.86	
Standard error	.022	

TABLE 3-2. PROPENSITY TO ENLIST IN EACH GUARD/RESERVE COMPONENT AND IN THE ACTIVE MILITARY -- NON-PRIOR SERVICE MALE SAMPLE

COMPONENT	n	PERCENT FAVORABLE	MEAN PROPENSITY <sup>2)</sup>
Army National Guard	1470	12.7	3.36
Air Force Reserve	1483	12.4	3.36
Army Reserve	1480	11.0	3.39
Air National Guard	1477	10.3	3.40
Navy Reserve	1485	9.6	3.41
Marine Corps Reserve	1481	7.2	3.48
Active Military	1474	12.3	3.36

1) Respondents with undetermined responses are not included.

2) 1 = Definitely enlist  
 2 = Probably enlist  
 3 = Probably not enlist  
 4 = Definitely not enlist

Sample B -- Non-Prior Service Females

The propensity to enlist for the NPS females is shown in Table 3-3. The data indicate that 12.9 percent of the sample had a positive propensity to enlist in at least one of the National Guard or Reserve components.

The differences in the demographic characteristics of the positive propensity and negative propensity groups were examined. Compared to women with a negative propensity to enlist, women with a positive propensity:

- had fewer total years of formal education
- were more likely to be currently attending school
- were younger
- were more likely to have talked to a recruiter
- were less likely to own their own home
- had more siblings
- were more likely to have at least one friend who was thinking about joining or who had joined the military
- were more likely to be single
- were as a group composed of proportionately more minorities

Table 3-4 shows the propensity of the NPS females to enlist in each of the National Guard and Reserve components and in the Active Military.

TABLE 3-3. PROPENSITY TO ENLIST IN THE GUARD/RESERVE — NON-PRIOR SERVICE FEMALE SAMPLE

PROPENSITY	n	%
Sample <sup>1)</sup>	1,495	100.0
Definitely enlist	32	2.1
Probably enlist	162	10.8
Probably not enlist	376	25.2
Definitely not enlist	925	61.9
Mean <sup>2)</sup>	3.47	
Standard deviation	.77	
Standard error	.020	

TABLE 3-4. PROPENSITY TO ENLIST IN EACH GUARD/RESERVE COMPONENT AND IN THE ACTIVE MILITARY — NON-PRIOR SERVICE FEMALE SAMPLE

COMPONENT	n	PERCENT FAVORABLE	MEAN PROPENSITY <sup>2)</sup>
Air Force Reserve	1492	7.5	3.60
Army National Guard	1484	7.0	3.60
Army Reserve	1492	6.3	3.62
Navy Reserve	1493	5.6	3.64
Air National Guard	1487	5.6	3.63
Marine Corps Reserve	1492	4.3	3.67
Active Military	1484	6.5	3.64

1) Respondents with undetermined responses are not included.

2) 1 = Definitely enlist  
 2 = Probably enlist  
 3 = Probably not enlist  
 4 = Definitely not enlist



### Sample C -- Veterans

The propensity to enlist for the Veterans is shown in Table 3-5. The data indicate that 21.0 percent of the sample had a positive propensity to enlist in at least one of the National Guard or Reserve components.

The differences in the demographic characteristics of the positive propensity and negative propensity groups were examined. Compared to Veterans with a negative propensity to enlist, Veterans with a positive propensity:

- had fewer total years of formal education
- were more likely to have at least one good friend who was thinking about joining or who had joined the military
- were more likely to be single
- were as a group composed of proportionately more minorities
- were more likely to have been satisfied with their time in the service

Table 3-6 shows the propensity of the Veterans sample to enlist in each of the National Guard and Reserve components and in the Active Military.

Table 3-7 shows the mean propensity of the Veterans sample to enlist in each of the National Guard and Reserve components and in the Active Military as a function of previous branch of service.

TABLE 3-5. PROPENSITY TO ENLIST IN THE GUARD/RESERVE — VETERANS SAMPLE

PROPENSITY	n	%
Sample <sup>1)</sup>	1,500	100.0
Definitely enlist	31	2.1
Probably enlist	283	18.9
Probably not enlist	358	23.9
Definitely not enlist	828	55.2
Mean <sup>2)</sup>	3.32	
Standard deviation	.85	
Standard error	.022	

TABLE 3-6. PROPENSITY TO ENLIST IN EACH GUARD/RESERVE COMPONENT AND IN THE ACTIVE MILITARY — VETERANS SAMPLE

COMPONENT	n	PERCENT FAVORABLE	MEAN PROPENSITY <sup>2)</sup>
Army Reserve	1489	11.4	3.54
Army National Guard	1489	10.5	3.55
Air National Guard	1488	7.3	3.61
Air Force Reserve	1490	6.8	3.61
Navy Reserve	1494	6.0	3.65
Marine Corps Reserve	1497	2.9	3.74
Active Military	1482	7.1	3.63

1) Respondents with undetermined responses are not included.

2) 1 = Definitely enlist  
 2 = Probably enlist  
 3 = Probably not enlist  
 4 = Definitely not enlist

TABLE 3-7. MEAN PROPENSITY TO ENLIST IN EACH GUARD/RESERVE COMPONENT AND IN THE ACTIVE MILITARY AS A FUNCTION OF PREVIOUS BRANCH OF SERVICE -- VETERANS SAMPLE

PREVIOUS BRANCH OF SERVICE	MEAN PROPENSITY <sup>1)</sup> BY COMPONENT					
	ARMY NATIONAL GUARD	AIR NATIONAL GUARD	ARMY RESERVE	AIR FORCE RESERVE	MARINE CORPS RESERVE	NAVY RESERVE
Air Force	3.67	3.49	3.68	3.40	3.78	3.72
Army	3.46	3.62	3.42	3.64	3.76	3.70
Marine Corps	3.60	3.58	3.68	3.64	3.25	3.72
Navy	3.66	3.68	3.70	3.69	3.81	3.45
						ACTIVE MILITARY
						3.69
						3.60
						3.71
						3.64

- 1) 1 = Definitely enlist  
 2 = Probably enlist  
 3 = Probably not enlist  
 4 = Definitely not enlist

### 3.2.3 Comparison of Samples on the Propensity Measure

The NPS males had the highest propensity, the Veterans had a somewhat lower propensity than the NPS males, and the NPS females had the lowest propensity of the three samples.

Table 3-8 shows the comparison of the demographic characteristics of positive and negative propensity groups within each of the three samples. Those demographics which were highly significant in differentiating positive and negative propensity individuals within each sample are presented in the text. However, Table 3-8 also shows those demographics which were less significant and those that were not significant in differentiating the propensity groups. Inspection of Table 3-8 shows that the positive propensity group significantly differed from the negative propensity group for all samples in the following ways:

- had fewer total years of formal education
- were more likely to have at least one friend who was thinking about joining or who had joined the military
- were more likely to be single
- were as a group composed of proportionately more minorities

The number of dependents which an individual had did not significantly differentiate the positive and negative propensity groups for any sample.

The three samples differed somewhat in their preferences for specific Guard and Reserve components; however, for all samples the Marine Corps Reserve had the lowest percentage with a positive propensity.

In addition, the propensity of the Veterans for each of the six Guard and Reserve components as a function of previous branch of service was examined. In all cases, the Veterans had the highest propensity for the Guard and Reserve components associated with their prior active service branch. Interestingly,

TABLE 3-8. COMPARISON OF DEMOGRAPHIC CHARACTERISTICS OF POSITIVE AND NEGATIVE PROPENSITY GROUPS — ALL SAMPLES

DEMOGRAPHICS	SAMPLE		
	NPS MALES	NPS FEMALES	VETERANS
Educational level	**	**	**
Currently attending school	**	**	n.s.
Age	**	**	*
Employment status	**	n.s.	n.s.
Perceived difficulty of finding job	*	n.s.	*
Received literature	**	n.s.	n.s.
Recruiter contact	n.s.	**	n.s.
Own home	**	**	n.s.
Father career military	**	*	n.s.
Number of dependents	n.s.	n.s.	n.s.
Grades	**	n.s.	*
Number of siblings	*	**	n.s.
Number of older siblings	n.s.	*	n.s.
Friend thinking/joined military	**	**	**
Marital status	**	**	**
Ethnicity	**	**	**

n.s. = not significant in differentiating positive and negative propensity individuals.

\* = significant ( $p > .95$ ) in differentiating positive and negative propensity individuals.

\*\* = highly significant ( $p > .99$ ) in differentiating positive and negative propensity individuals.



those Veterans who had served in the Marine Corps had a higher propensity for their associated component, i.e. the Marine Corps Reserves, than any other subsample of Veterans had for their particular associated Guard or Reserve component.

### 3.3 Perceived Characteristics and Perceptions of the National Guard and Reserves

Expectations and perceptions of the military can be anticipated to have a substantial influence on an individual's decision to enlist in the Guard/Reserve. For the NPS samples, these expectations and perceptions can be the result of efforts initiated by them to learn about the Guard/Reserve or efforts initiated by others, e.g. family, friends or recruiters. For the Veterans, these expectations and perceptions are likely to be influenced by their prior military experience.

To understand the enlistment decision process, it is not only important to understand how the Guard and Reserve components are perceived but also how they are differentiated from each other and from the Active Military. This knowledge is essential to the development of accession strategies.

The expectations and perceptions of the National Guard, the Reserve components and the Active Military were examined for each sample to determine:

1. How each was perceived
2. How respondents differentiated among them overall
3. On which aspects respondents perceived them as the same or similar

#### 3.3.1 Length of Enlistment

The NPS samples were asked for how long they thought they would have to enlist if they enlisted in the Active Military, the National Guard and the Reserve components.

Table 3-9 shows the anticipated length of enlistment for the NPS males. The NPS males perceived that the Reserve components require the longest period of enlistment and that the Active Military requires the shortest period of enlistment. The NPS males seemed to know more about the requirements for the Active Military than for the Guard or Reserves. For example, 12.5 percent of the NPS males responded "Don't know" to the required length of enlistment for the Active Military while 28.0 percent and 24.9 percent responded "Don't know" for the Guard and the Reserve, respectively. Of those responding with a time period, over half of the NPS male sample (53.6 percent) knew that the required length of enlistment for the Active Military was three to four years. However, only 15.7 percent and 19.4 percent knew that six years was the required length of enlistment for the National Guard and Reserves, respectively.

Table 3-10 shows the anticipated length of enlistment for the NPS female respondents. As the NPS males, the NPS females perceived that the Reserve components require the longest period of enlistment and the Active Military requires the least. The NPS females also seemed to know more about the requirements for the Active Military than for the Guard or Reserves. For example, 21.4 percent of the NPS females responded "Don't know" to the required length of enlistment for the Active Military, while 31.0 percent and 32.8 percent responded "Don't know" for the Guard and Reserve, respectively. Of those responding with a time period, almost half (44.7 percent) of the NPS females knew that the required length of enlistment for the Active Military was three to four years. However, only 8.9 percent and 11.3 percent knew that six years was the required length of enlistment for the National Guard and Reserves, respectively.

TABLE 3-9. PERCEPTIONS OF REQUIRED LENGTHS OF ENLISTMENT -- NON-PRIOR SERVICE  
MALE SAMPLE

REQUIRED LENGTH OF ENLISTMENT	FOR ACTIVE MILITARY		FOR GUARD		FOR RESERVES	
	n	%	n <sup>2)</sup>	%	n <sup>2)</sup>	%
Sample <sup>1)</sup>	1313	100.0	540	100.0	563	100.0
Less than 1 year	20	1.5	19	3.5	16	2.8
1 year	77	5.9	40	7.4	55	9.8
2 years	454	34.6	181	33.5	141	25.0
3 years	340	25.9	92	17.0	77	13.7
4 years	364	27.7	95	17.6	131	23.3
5 years	20	1.5	17	3.1	22	3.9
6 years	29	2.2	85	15.7	109	19.4
More than 6 years	9	0.7	11	2.0	12	2.1
Don't know	187		210		187	

1) Sample size and percentages are based on total number responding to question with a period of time, i.e. "don't know" responses are excluded.

2) Half of each sample was asked about the enlistment period for the National Guard; the other half of each sample was asked about the Reserves.

TABLE 3-10. PERCEPTIONS OF REQUIRED LENGTHS OF ENLISTMENT -- NON-PRIOR SER  
FEMALE SAMPLE

REQUIRED LENGTH OF ENLISTMENT	FOR ACTIVE MILITARY		FOR GUARD		FOR RESERVES	
	n	%	n <sup>2)</sup>	%	n <sup>2)</sup>	%
Sample <sup>1)</sup>	1180	100.0	519	100.0	504	100.0
Less than 1 year	21	1.8	17	3.3	18	3.6
1 year	95	8.1	67	12.9	58	11.5
2 years	502	42.5	180	34.7	192	38.1
3 years	226	19.2	75	14.5	56	11.1
4 years	301	25.5	121	23.3	88	17.5
5 years	9	0.8	10	1.9	20	4.0
6 years	18	1.5	46	8.9	57	11.3
More than 6 years	8	0.7	3	0.6	15	3.0
Don't know	322		233		246	

1) Sample size and percentages are based on total number responding to question with a period of time, i.e. "don't know" responses are excluded.

2) Half of each sample was asked about the enlistment period for the National Guard; the other half of each sample was asked about the Reserves.

### 3.3.2 Time on Active Duty for Initial Training

The NPS samples were asked how long a period of active duty an individual had to serve for initial training in the National Guard and Reserves.

Table 3-11 shows the anticipated period of active duty for the NPS males. The NPS males perceived the required period of active duty for the National Guard and Reserve components as approximately the same. However, of those responding with a time period, only 33.1 percent and 29.9 percent correctly perceived that three to six months was the period of initial active duty for the Guard and Reserves, respectively.

Table 3-12 shows the anticipated period of active duty for the NPS females. As the NPS males, the females perceived the required period of active duty for the National Guard and Reserve components as approximately the same. However, of those responding with a time period, only 35 percent and 34.7 percent correctly perceived that three to six months was the period of initial active duty for the Guard and Reserves, respectively.

For both NPS samples, the number of respondents who answered "Don't know" should be noted. Over one-third of the NPS samples responded "Don't know" to the question regarding the initial period of required active duty in the Guard or Reserves. This could be either because they had: 1) no information, or 2) confusing information.

The Veterans sample was not asked the question regarding period of active duty for initial training.



TABLE 3-11. PERCEPTIONS OF LENGTH OF INITIAL PERIOD OF ACTIVE DUTY -- NON-PRIOR SERVICE MALE SAMPLE

LENGTH OF INITIAL ACTIVE DUTY PERIOD	FOR GUARD		FOR RESERVES	
	n <sup>2)</sup>	%	n <sup>2)</sup>	%
Sample <sup>1)</sup>	483	100.0	531	100.0
None	10	2.1	15	2.8
Less than 3 months	180	37.3	223	42.0
3-6 months	160	33.1	159	29.9
7-12 months	48	9.9	59	11.1
13 months - 2 years	42	8.7	44	8.3
More than 2 years	43	8.9	31	5.8
Don't know	267		219	

1) Sample size and percentages are based on total number responding to question with a period of time, i.e. "don't know" responses are excluded.

2) Half of each sample was asked about the initial period of active duty for the National Guard, the other half of each sample was asked about the Reserves.

TABLE 3-12. PERCEPTIONS OF LENGTH OF INITIAL PERIOD OF ACTIVE DUTY -- NON-PRIOR SERVICE FEMALE SAMPLE

LENGTH OF INITIAL ACTIVE DUTY PERIOD	FOR GUARD		FOR RESERVES	
	n <sup>2)</sup>	%	n <sup>2)</sup>	%
Sample <sup>1)</sup>	446	100.0	498	100.0
None	12	2.7	15	3.0
Less than 3 months	149	33.4	165	33.1
3-6 months	156	35.0	173	34.7
7-12 months	45	10.1	63	12.7
13 months - 2 years	47	10.5	53	10.6
More than 2 years	37	8.3	29	5.8
Don't know	306		252	

- 1) Sample size and percentages are based on total number responding to question with a period of time, i.e. "don't know" responses are excluded.
- 2) Half of each sample was asked about the initial period of active duty for the National Guard; the other half of each sample was asked about the Reserves.

### 3.3.3 Perceived Characteristics of Active Military, National Guard and Reserve Components

The data on perceived characteristics of the Active Military, National Guard and Reserve components are presented in this section. Characteristics that were examined included:

- provides community service
- provides good training
- offers exciting opportunities
- is only for "losers"
- provides important personal benefits
- provides challenging work
- helps an individual develop discipline
- requires making a commitment
- is needed today
- has war-like people
- requires hard work

Figures 3-1, 3-2 and 3-3 show how true each sample felt that a specific statement was for the Active Military, the National Guard and the Reserve components, respectively.

FIGURE 3-1. PERCEIVED CHARACTERISTICS OF ACTIVE MILITARY -- ALL SAMPLES

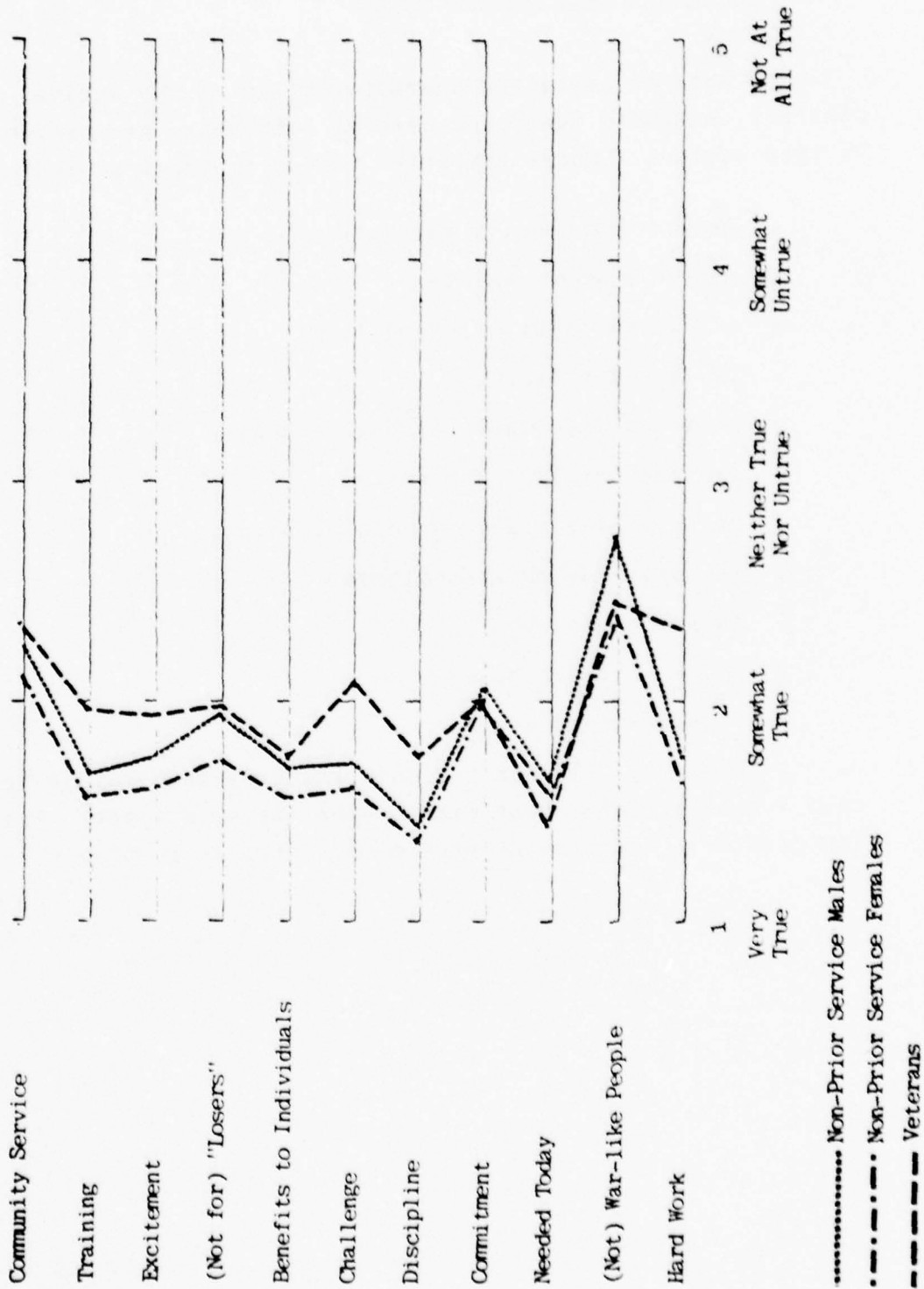


FIGURE 3-2. PERCEIVED CHARACTERISTICS OF NATIONAL GUARD -- ALL SAMPLES

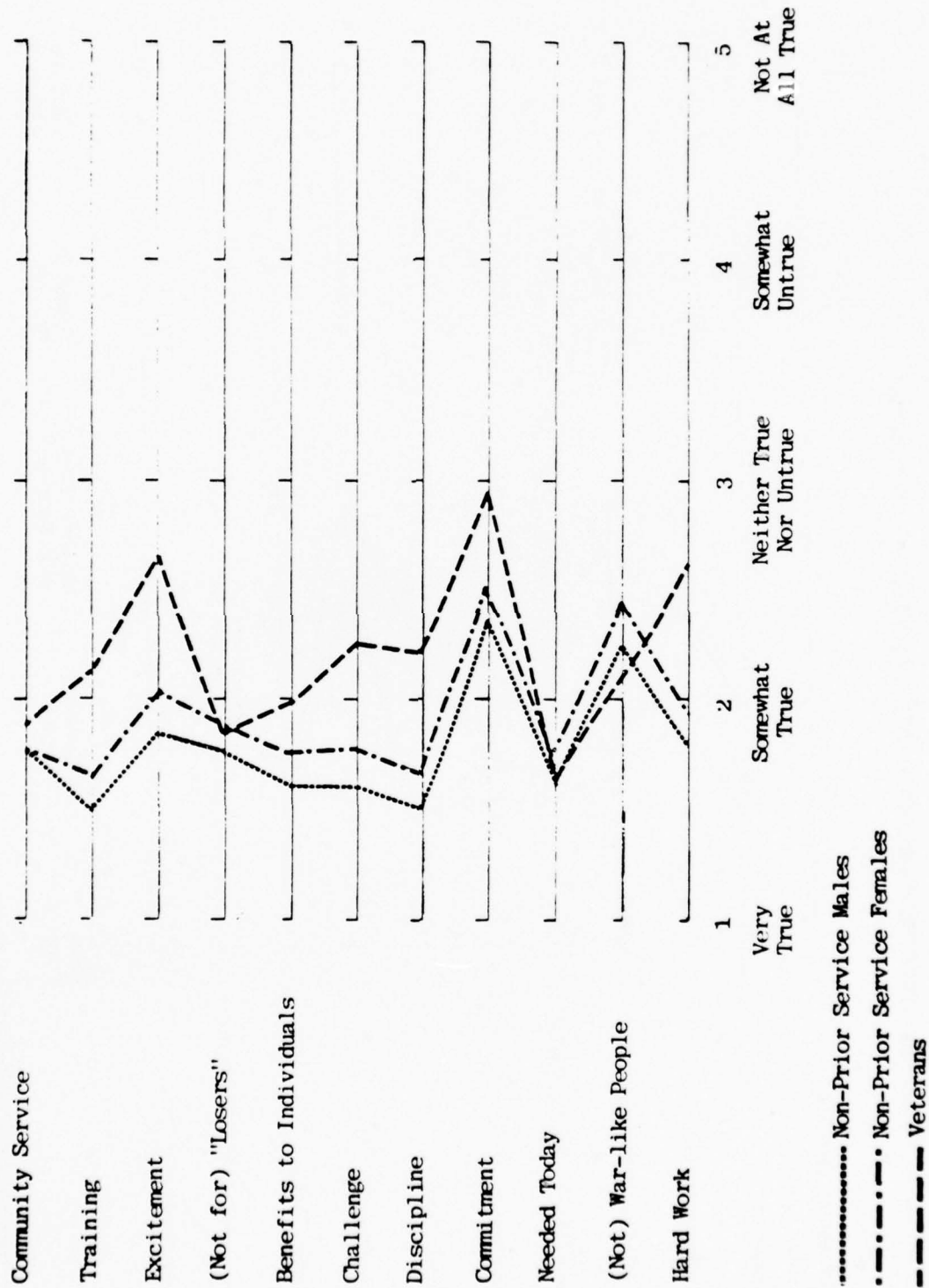
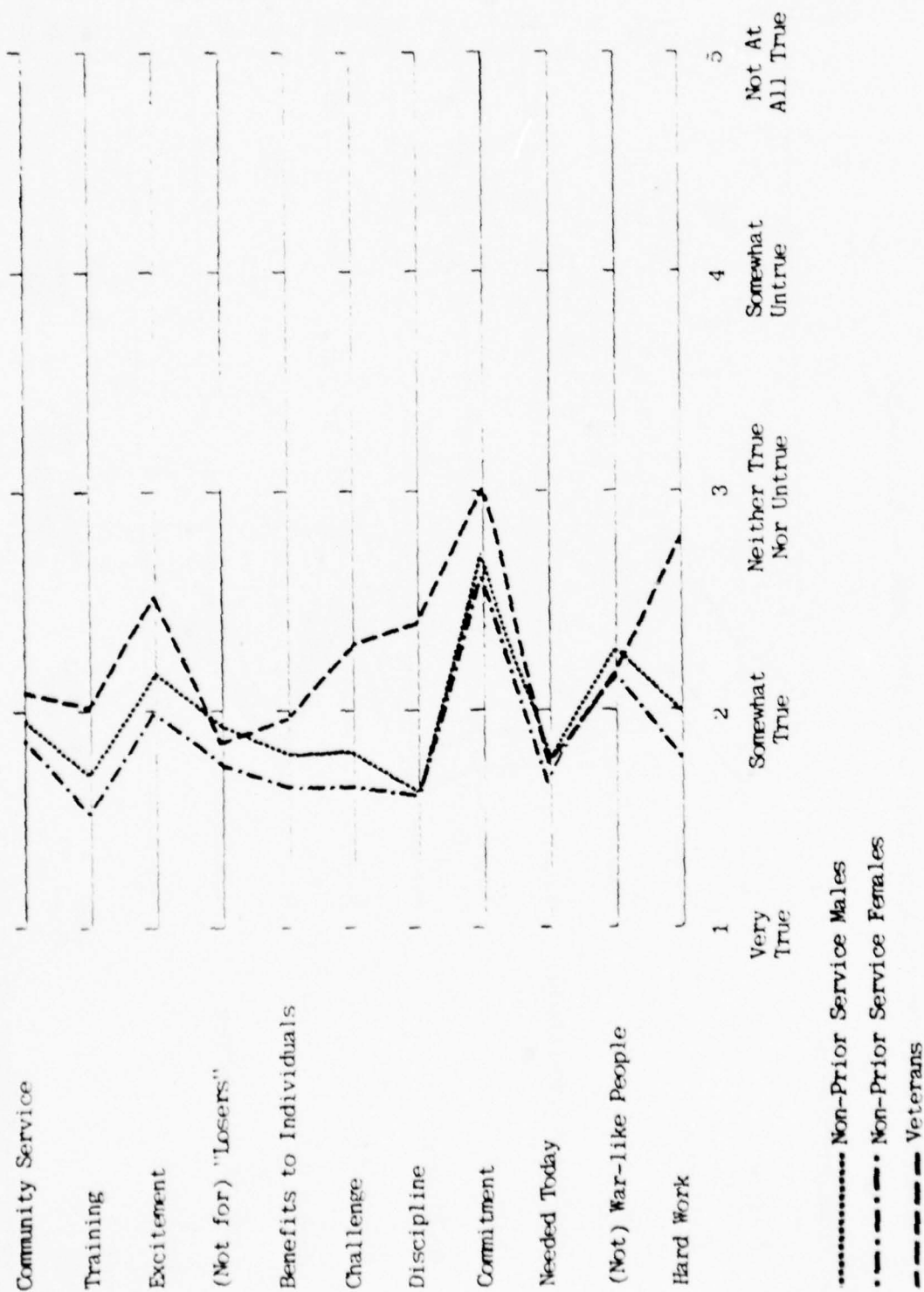




FIGURE 3-3. PERCEIVED CHARACTERISTICS OF RESERVE COMPONENTS -- ALL SAMPLES



The Veterans differentiated the most among the Active Military, the National Guard and the Reserves; the NPS females differentiated least. All made the following major differentiations:

- The National Guard was perceived as providing more community service than was the Active Military.
- The Active Military was perceived as providing more exciting opportunities than were either the National Guard or Reserve components.
- The Active Military was perceived as requiring a higher level of commitment than were either the National Guard or Reserve components.
- The Active Military was perceived as more likely to develop discipline than were the Reserve components.

Table 3-13 indicates all the major perceived differences between the Active Military versus the National Guard and between the Active Military versus Reserves. Though these differences are statistically significant, they are small in magnitude. Moreover, within each sample, the patterns of average ratings are significantly similar to one another. The Guard versus Reserve differences are not tabled; these were even smaller in magnitude.

Interestingly, the Veterans distinguished the most both between the Active Military and the National Guard and between the Active Military and the Reserves, and the least between the National Guard and Reserves. Overall, the samples seemed to differentiate somewhat between the Active Military and the Guard/Reserve but not between the National Guard and the Reserves.

TABLE 3-13. PERCEIVED DIFFERENCES BETWEEN THE ACTIVE MILITARY AND GUARD/RESERVES  
AND BETWEEN THE NATIONAL GUARD AND RESERVES -- ALL SAMPLES

CHARACTERISTIC	ACTIVE MILITARY VERSUS NATIONAL GUARD			ACTIVE MILITARY VERSUS RESERVES		
	NPS MALES	NPS FEMALES	VETS	NPS MALES	NPS FEMALES	VETS
Provides community service	X	X	X	X		
Provides good training						
Offers exciting opportunities	X	X	X	X	X	X
Is for "losers"						
Provides important personal benefits			X			
Provides challenging work						
Helps an individual develop discipline	X		X	X	X	X
Requires making a commitment	X	X	X	X	X	X
Is needed today						X
Has war-like people	X		X	X		X
Requires hard work			X	X		X

X = Perceived differences which were beyond strict criterion. See Volume II  
for details.

#### 3.3.4 Overall Ratings of Similarity/Dissimilarity

In addition to rating the Active Military, the National Guard and the Reserve components on specific characteristics, later in the interview all respondents were asked to rate the overall similarity of the following: 1) the National Guard and the Active Military; 2) the Active Military and the Reserves; and 3) the National Guard and the Reserves.

Table 3-14 shows the similarity data for the NPS males. They perceived the National Guard and the Reserves as the most similar. They perceived the Active Military as equally similar to both the Guard and the Reserves.

Table 3-15 shows the similarity data for the NPS females. As with the males, the NPS females perceived the Guard and the Reserves as the most similar. They perceived the National Guard as somewhat more similar to the Active Military than the Reserves were.

The similarity ratings for the Veterans are shown in Table 3-16. The pattern of results for the Veterans is the same as that for the NPS males. The Guard and Reserves were perceived as the most similar; the Active Military was perceived as equally similar to both the Guard and the Reserves.

#### 3.3.5 Summary of Perceived Differentiation Among the Active Military, National Guard and Reserves

The overall ratings of similarity/dissimilarity data indicated that 1) all three samples did not perceptually differentiate between the National Guard and the Reserve and 2) all three samples did perceptually differentiate between the Guard/Reserve and the Active Military on a global basis. They thought that

TABLE 3-14. PERCEPTION OF SIMILARITY OF THE ACTIVE MILITARY, THE NATIONAL GUARD AND THE RESERVE COMPONENTS -- NON-PRIOR SERVICE MALE SAMPLE

PERCEIVED DEGREE OF SIMILARITY	BETWEEN NATIONAL GUARD AND ACTIVE MILITARY		BETWEEN RESERVES AND ACTIVE MILITARY		BETWEEN GUARD AND RESERVES	
	n	%	n	%	n	%
Sample <sup>1)</sup>	1478	100.0	1472	100.0	1467	100.0
Very similar	89	6.0	97	6.6	209	14.2
Somewhat similar	812	54.9	749	50.9	891	60.7
Somewhat different	444	30.0	476	32.3	304	20.7
Very different	133	9.0	150	10.2	63	4.3
Mean <sup>2)</sup>	2.42		2.46		2.15	
Standard deviation	.74		.76		.71	
Standard error	.019		.020		.018	

1) Respondents with undetermined responses are not included.

2) 1 = Very similar  
2 = Somewhat similar  
3 = Somewhat different  
4 = Very different



TABLE 3-15. PERCEPTION OF SIMILARITY OF THE ACTIVE MILITARY, THE NATIONAL GUARD AND THE RESERVE COMPONENTS -- NON-PRIOR SERVICE FEMALE SAMPLE

PERCEIVED DEGREE OF SIMILARITY	BETWEEN NATIONAL GUARD AND ACTIVE MILITARY		BETWEEN RESERVES AND ACTIVE MILITARY		BETWEEN GUARD AND RESERVES	
	n	%	n	%	n	%
Sample <sup>1)</sup>	1463	100.0	1454	100.0	1445	100.0
Very similar	84	5.7	90	6.2	176	12.3
Somewhat similar	822	56.2	715	49.2	868	60.1
Somewhat different	427	29.2	466	32.0	323	22.4
Very different	130	8.9	183	12.6	76	5.3
Mean <sup>2)</sup>	2.41		2.51		2.21	
Standard deviation	.73		.79		.72	
Standard error	.019		.021		.019	

1) Respondents with undetermined responses are not included.

2) 1 = Very similar  
2 = Somewhat similar  
3 = Somewhat different  
4 = Very different

TABLE 3-16. PERCEPTION OF SIMILARITY OF THE ACTIVE MILITARY, THE NATIONAL GUARD AND THE RESERVE COMPONENTS -- VETERANS SAMPLE

PERCEIVED DEGREE OF SIMILARITY	BETWEEN NATIONAL GUARD AND ACTIVE MILITARY		BETWEEN RESERVES AND ACTIVE MILITARY		BETWEEN GUARD AND RESERVES	
	n	%	n	%	n	%
Sample <sup>1)</sup>	1478	100.0	1476	100.0	1441	100.0
Very similar	87	5.9	100	6.8	237	16.4
Somewhat similar	627	42.4	584	39.6	780	54.1
Somewhat different	429	29.0	470	31.8	316	21.9
Very different	335	22.7	322	21.8	108	7.5
Mean <sup>2)</sup>	2.68		2.69		2.20	
Standard deviation	.89		.89		.80	
Standard error	.023		.023		.021	

1) Respondents with undetermined responses are not included.

2) 1 = Very similar  
2 = Somewhat similar  
3 = Somewhat different  
4 = Very different

there were significant differences between them. However, the perceived characteristics data indicated that there was not agreement among samples on the differences between the Active Military and the Guard/Reserve.

The confusion between the Active Military and Guard/Reserve arises because the NPS males and females are familiar with the requirements and characteristics of the Active Military and are not familiar with those of the Guard/Reserve. The respondents, therefore, project specific information pertaining to the Active Military to the Guard/Reserve to fill the information void. For example, of those responding, almost half the NPS males and females knew that the length of enlistment for the Active Military was three to four years. But, less than 15 percent knew that the enlistment period for the Guard/Reserve was six years. In fact, over 34 percent reported that the enlistment period for the Guard/Reserve was three to four years, i.e. the same as for the Active Military.

In summary, it seems that even though the Guard/Reserve are globally differentiated from the Active Military, their characteristics and requirements are unclear. Those of the Active Military are projected to the Guard/Reserve because those of the Guard/Reserve are not known.

### 3.4 Barriers to Joining the Guard/Reserve

As outlined in Section 3.1, data were collected on five sets of factors which might impact on propensity. This section presents the data for one of these sets of factors -- potential barriers to enlistment.

There are a number of life situations and conditions of service which might provide real barriers to enlistment. Five of these barriers were examined in the present study. They included 1) length of initial enlistment; 2) current employment commitments (including number of hours worked, type of work and work schedule); 3) health problems; and 4) current educational commitments. These five barriers are not exhaustive. There are a number of

additional barriers which may also exist that were not examined e.g. distance to the local Guard/Reserve Unit or the unavailability of a desired MOS at a local Guard/Reserve Unit.

### 3.4.1 Length of Initial Enlistment

Currently, NPS individuals enlisting in the Guard/Reserve as enlisted persons are required to make a six year commitment. This six year obligation is seen by many young people as too long a commitment for them to make. The study examined the number and demographic characteristics of individuals who reported a positive propensity to enlist for six, four, two and one year minimum enlistments, respectively.

#### Sample A -- Non-Prior Service Males

The propensity to enlist at varying lengths of minimum enlistment for NPS males is presented in Table 3-17. The percent of the sample with a positive propensity to enlist increased from 14.6 percent for the six year commitment to 47.3 percent for the one year commitment.

The demographic characteristics of those individuals who changed from a negative propensity for a six year commitment to a positive propensity for the one year commitment were analyzed. Compared to those who had a positive propensity for both six year and one year enlistments and those who moved from a positive propensity to a negative propensity with the reduction of enlistment from six years to one year, those who moved to a positive propensity with the decrease in enlistment period:

- had more total years of formal education
- were older
- reported having higher grades in high school
- were more likely to be White
- were more likely to be working
- were more likely to have received literature

TABLE 3-17. PROPENSITY TO ENLIST AT VARYING LENGTHS OF ENLISTMENT -- NON-PRIOR SERVICE MALE SAMPLE

LENGTH OF ENLISTMENT	POSITIVE PROPENSITY		SAMPLE <sup>1)</sup>	
	n	%	n	%
6 years, the current length of time	217	14.6	1489	100.0
4 years	340	22.9	1485	100.0
2 years	606	40.8	1487	100.0
1 year	702	47.3	1484	100.0

1) Respondents with undetermined responses are not included.



Sample B -- Non-Prior Service Females

The propensity to enlist at varying lengths of minimum enlistment for NPS females is presented in Table 3-18. The percent of the sample with a positive propensity to enlist increased from 9.5 percent for the six year commitment to 40.0 percent for the one year commitment.

The demographic characteristics of those individuals who changed from a negative propensity for a six year commitment to a positive propensity for a one year commitment were analyzed. Compared to the females who had a positive propensity for both the six year and one year enlistments and those who moved from a positive propensity to a negative propensity with the reduction of enlistment from six years to one year, the group who moved to a positive propensity:

- . were more likely to be White
- . were less likely to have talked to a recruiter
- . had fewer siblings

Sample C -- Veterans

The question of length of initial enlistment was worded ambiguously for the Veterans since Veterans can, in fact, enlist for less than six years.<sup>1</sup>

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<sup>1</sup>However, the data collected from Veterans on this question indicated that as length of enlistment decreased, the group who moved to a positive propensity were more likely to have received recruiting literature, were more likely to be White, and were less likely to have friends who had joined or talked about joining the military and were more likely to be married.

TABLE 3-18. PROPENSITY TO ENLIST AT VARYING LENGTHS OF ENLISTMENT -- NON-PRIOR SERVICE FEMALE SAMPLE

LENGTH OF ENLISTMENT	POSITIVE PROPENSITY		SAMPLE <sup>1)</sup>	
	n	%	n	%
6 years, the current length of time	142	9.5	1496	100.0
4 years	229	15.3	1496	100.0
2 years	463	31.1	1489	100.0
1 year	595	40.0	1489	100.0

1) Respondents with undetermined responses are not included.

### 3.4.2 Current Employment Commitments

Participation in the National Guard or Reserve components requires attending 48 Unit Training Assemblies (UTA's) and a 14- to 15-day active duty for training period each year. Generally, four UTA's are held on one weekend each month for twelve months, and Annual Training is held for two weeks, usually during the summer.

In order to attend the required UTA's and Annual Training, Reservists and Guardsmen must have schedules which do not interfere with their ability or willingness to commit one weekend each month and two weeks during each summer to the service. Situations that might preclude Guard/Reserve participation include: 1) jobs requiring working on the weekends, e.g. sales jobs or service jobs; 2) jobs requiring working a rotating shift; 3) jobs requiring a great deal of overtime; and 4) attending school full time in addition to working.

In addition to mandatory attendance at UTA's and a summer active duty period, enlistees in the Guard/Reserve are required to serve a period of initial active duty ranging from 3-6 months. Potential Enlistees, who are employed full time or who are committed to their part-time jobs, might have some difficulty and/or reluctance to leave their jobs for 3-6 months to fulfill this active duty requirement. The job satisfaction data showed that approximately 85 percent of those individuals working were satisfied with their jobs.

All three samples were asked questions regarding employment status, number of hours worked, type of work and work schedule. In addition, the NPS samples were asked about potential health problems precluding enlistment. Veterans were not asked about health problems because the sampling design minimized the possibility of inclusion of Veterans with health problems.

On the basis of these data, five potential life situations that were barriers to enlistment were defined:

- Barrier 1: Perceived health problem precluding acceptance by military.
- Barrier 2: In school, taking 3 or more courses and working 21 or more hours per week.
- Barrier 3: Working more than 45 hours per week.
- Barrier 4: Working 3-4 weekends per month and/or working shift work.
- Barrier 5: Working a full-time job, i.e. 31-45 hours per week.

These data represent a new approach to the recruitment of Guard/Reserve personnel; the numbers are based on only those respondents who are not currently attending high school. Potential Enlistees who were currently attending high school were eliminated from this analysis because: 1) they are currently the target population for recruitment, and 2) they are accessible to recruiters through an established mechanism (the public schools). The non-high school population is highlighted because they are not currently being recruited in numbers commensurate with their propensity. These Potential Enlistees comprised 83.1 percent of the NPS male sample, 86.5 percent of the NPS female sample and 99.3 percent of the Veterans sample. They represent a large potential supply of recruits for the Guard/Reserve.

To understand better the availability of these Potential Enlistees for enlistment, the subset of each sample reporting Barriers 1-5 was successively removed from the pool of available enlistees. Those remaining in the pool were then examined. These data highlight the problems which DoD faces in recruiting individuals not currently attending high school.

Sample A -- Non-Prior Service Males

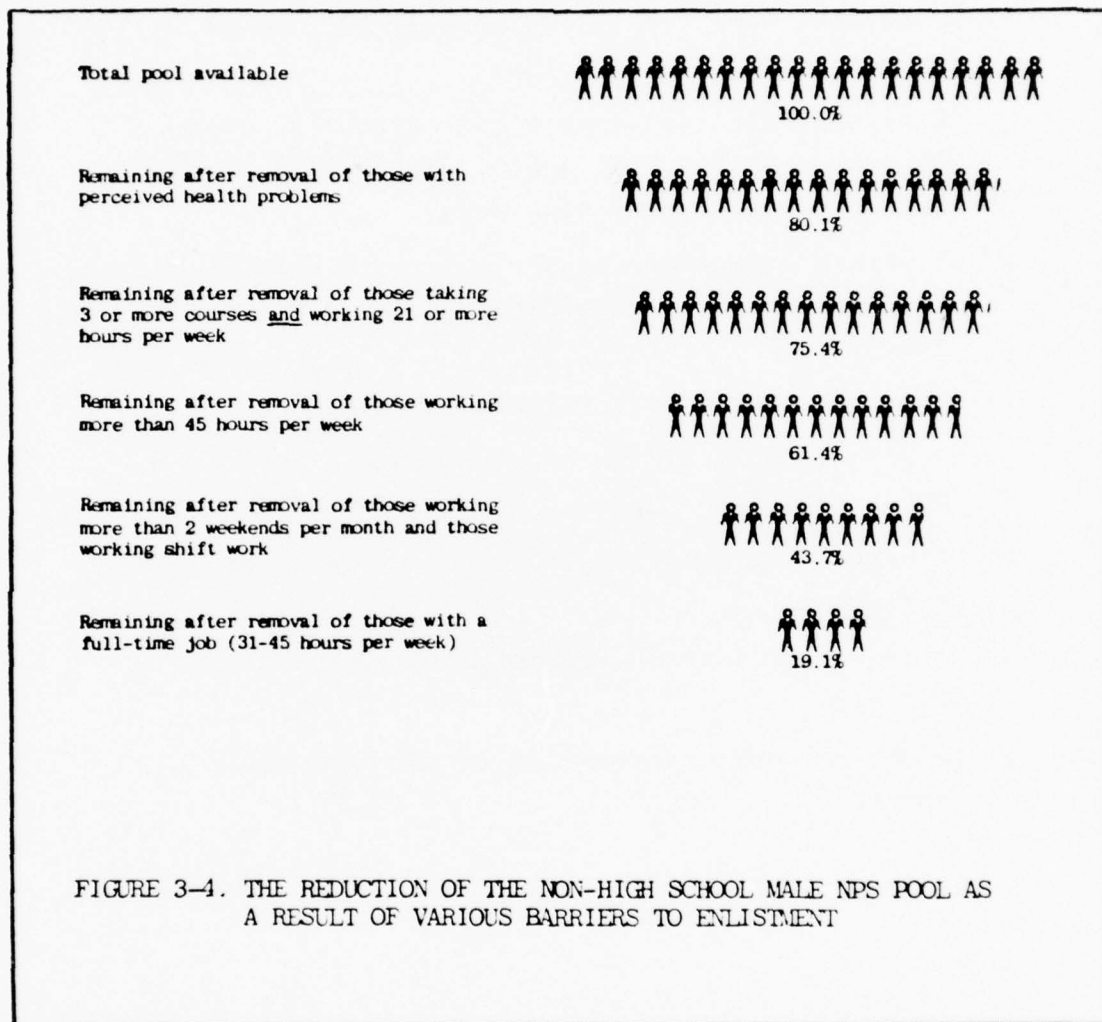
NPS males who reported Barriers 1-5, as defined above, were successively removed from the pool of available Potential Enlistees. The results are shown in Figure 3-4. Of the total sample of 1246 respondents who were not currently in high school:

- 248 or 19.9 percent were first determined to be unavailable because of perceived health problems (Barrier 1)
- 58 or 4.7 percent of the sample were unavailable because of work and school demands (Barrier 2)
- 174 or 14.0 percent were unavailable because of number of hours worked (Barrier 3)
- 221 or 17.7 percent were unavailable because of work schedule (Barrier 4)
- 306 or 24.6 percent were unavailable because of full-time work commitments (Barrier 5)

This left a total available pool of 239 or 19.1 percent of those who were not in high school.

Of those remaining in the pool, 20.4 percent had a positive propensity to enlist. Stated differently, only 3.9 percent of the NPS males were both available for enlistment and had a positive propensity to enlist.





The demographic characteristics of those individuals remaining in the pool who had a positive propensity were examined:

- 36 percent were 17 $\frac{1}{2}$ -18; 46 percent were 19-21; 18 percent were 22 or older.
- 26 percent had less than a high school diploma; 52 percent had a high school diploma; 22 percent had schooling beyond high school.
- 42 percent reported earning A's and B's in high school; 58 percent reported receiving C's or lower.
- 34 percent were currently attending school.
- 30 percent were Black; 50 percent were White; 20 percent were "Other."
- 14 percent were working; 86 percent were not working.
- Of those not working, 72 percent were looking for work.
- 12 percent were married and living with their spouse.

Sample B -- Non-Prior Service Females

NPS females who reported Barriers 1-5 were successively removed from the pool defined as available for enlistment. The results of this process are shown in Figure 3-5. Of the total sample of 1299 respondents who were not currently in high school:

- 164 or 12.6 percent were unavailable because of perceived health problems (Barrier 1)
- 46 or 3.5 percent were unavailable because of work and school demands (Barrier 2)
- 34 or 2.6 percent were unavailable because of number of hours worked (Barrier 3)
- 233 or 17.9 percent were unavailable because of work schedule (Barrier 4)
- 328 or 25.3 percent were unavailable because of full-time work commitments (Barrier 5)

This left a total available pool of 494 or 38.1 percent of those who were not in high school.

Of those remaining in the pool, 7.5 percent had a positive propensity to enlist. Stated differently, only 2.9 percent of the NPS females were both available and had a positive propensity to enlist.

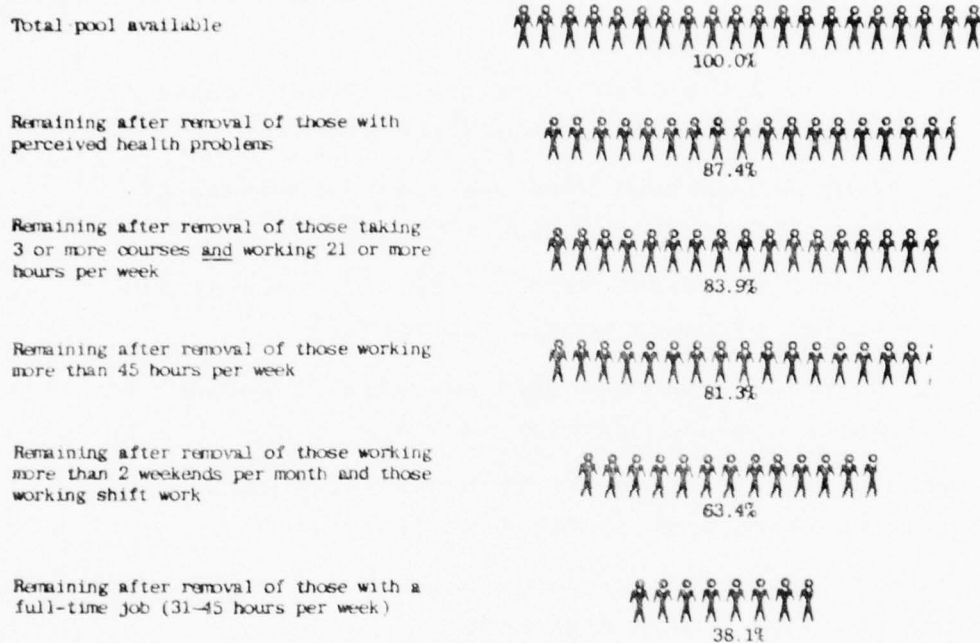


FIGURE 3-5. THE REDUCTION OF THE NON-HIGH SCHOOL FEMALE NPS POOL AS A RESULT OF VARIOUS BARRIERS TO ENLISTMENT

The demographic characteristics of those with a positive propensity were examined:

- 29 percent were 17½-18; 42 percent were 19-21; 29 percent were 22 or older.
- 18 percent had less than a high school diploma; 45 percent had a high school diploma; 37 percent had schooling beyond high school.
- 63 percent reported receiving A's and B's in high school; 37 percent reported receiving C's or lower.
- 45 percent were currently attending school.
- 34 percent were Black; 50 percent were White; 16 percent were "Other."
- 18 percent were working; 82 percent were not working.
- Of those not working, 68 percent were looking for work.
- 24 percent were married and living with their spouse.



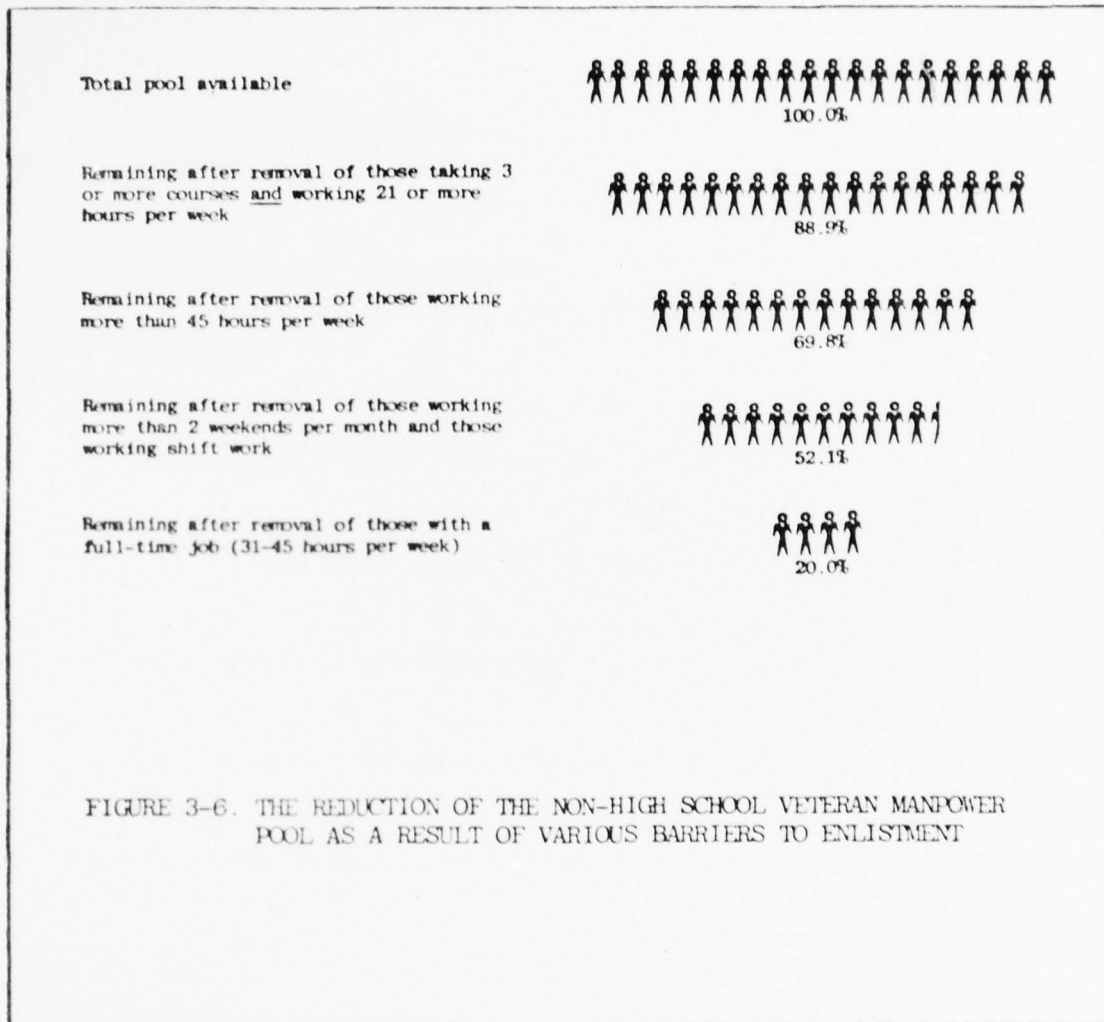
Sample C -- Veterans

Respondents in Sample C who reported Barriers 2-5 were successively removed from the pool defined as available for enlistment. The results of this process are shown in Figure 3-6. Of the total sample of 1490 respondents who were not currently in high school:

- 166 or 11.1 percent were unavailable because of work and school demands (Barrier 2)
- 285 or 19.1 percent were unavailable because of number of hours worked (Barrier 3)
- 263 or 17.7 percent were unavailable because of work schedule (Barrier 4)
- 478 or 32.1 percent were unavailable because of full-time work commitments (Barrier 5)

This left a total available pool of 298 or 20 percent of those who were not in high school.

Of those remaining in the pool, 19.1 percent had a positive propensity to enlist. Stated differently, only 3.8 percent of the Veteran sample was both available and had a positive propensity to enlist.



The demographic characteristics of those with a positive propensity were examined:

- 74 percent were 20-24 years old; the remaining Veterans were older.
- 2 percent had less than a high school education; 44 percent were high school graduates; 54 percent had schooling beyond high school.
- 47 percent reported receiving A's and B's in high school; 53 percent reported receiving C's or lower.
- 56 percent were currently attending school.
- 71 percent were White; 25 percent were Black; 4 percent were "Other."
- 9 percent were working; 91 percent were not working.
- Of those not working, 64 percent were looking for work.
- 44 percent were married and living with their spouse.
- 84 percent were satisfied with their military service.

### 3.4.3 Impact of Barriers to Enlistment

Those individuals currently attending high school were eliminated from these analyses because they are currently being actively recruited by the military. This analysis focused upon the non-high school population as a possible recruitment opportunity. Potential barriers which might preclude enlistment in the Guard/Reserve because of its existing structure were examined.

The results of these analyses indicated that high propensity individuals in this group are effectively barred from enlistment in the Guard/Reserve because of the service requirements. This suggests that service requirements of the Guard/Reserve would have to be modified to increase accessions from the non-high school population.

### 3.5 Attitudinal Variables

As pointed out in Section 3.1, the propensity data alone do not provide guidance to DoD personnel seeking to enhance accessions for the National Guard and the Reserves. However, guidelines can be provided by reviewing the variables determining enlistment propensity. These enable the development of strategies to enhance propensity and resulting accessions. Some of these strategies are reviewed in Section 4.0.

Sections 3.2 - 3.4 focused on several individual variables affecting enlistment propensity and the enlistment decision. It is difficult, however, to develop a parsimonious and coherent set of strategies without a overview of the manner in which the variables combine to determine propensity. An overview is especially needed when considering the many psychological attitudes impacting on enlistment propensity. Therefore, as noted in Section 3.1, responses to many individual attitude questions were collapsed into concepts and then brought together into a summary model.

The detailed plan for this section is as follows: Each of the variables entering the summary model will be presented. For each variable, a brief explanation of how it was measured and what it means will be given. The relation of the variable to propensity will then be described. This will be followed by consideration of possible explanations for the relationship found, and a discussion of some implications of the relationship. (The possible explanations and implications have the status of a "best guess." Alternative explanations could be suggested.)

The model and its explanatory power will then be reviewed. Several variables omitted from the model will also be discussed, along with some implications that flow from those omissions.



### 3.5.1 The Model

Nine variables enter into the summary model explaining enlistment propensity for the three samples studied.<sup>1</sup> These can be broken down into four groups:

#### General attitudes predisposing individuals toward the Guard and Reserve.

1. Attitudes toward the military
2. Attitudes toward the imposition of a National Service Requirement
3. The need to be with other people

#### Anticipated gains resulting from service in the Guard and Reserves

4. Achievement of important individual life goals
5. Benefits of being a member of a team

#### Anticipated costs of service

6. Perceived opportunity costs
7. The occurrence of negatively-valued situations

#### Concomitant impacts of current life situations

8. Commitment to present job situation
9. Sense of social approval for enlistment

These will be reviewed in turn.

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<sup>1</sup>The General Propensity Measure was used here. The reasons for this choice are discussed in Volume II, along with detailed presentation of the results on which this section is based.

### 3.5.2 General Predisposing Attitudes

The first variable considered is differences among individuals in their attitudes toward the military. This attitude was measured by responses to questions on the need for defense spending, the degree of militarism present in the country, and the necessity for national preparedness. The meaning of the responses to these questions can be characterized as the degree to which the need for the military is accepted by the individual.

The individual's acceptance of the military was highly related to enlistment propensity, in each of the three samples. The corollary of this statement is also true; that is, those with anti-military attitudes had low propensity to enlist.

Furthermore, data from earlier research suggest that acceptance of the need for the military may be situationally dependent. Thus, increased threats to the nation's security might move the distribution of military acceptance attitudes upward. Conversely, both diminution of threats to the national security and hyperbole regarding impending threats might move the overall acceptance of the need for the military downward. In any event, the relationship between acceptance of the need for the military and enlistment propensity reflects more than a truism; it suggests the need for careful attention to the overall image of the place of the military in the United States.

The second variable is the attitude toward the imposition of a National Service Requirement. Each respondent was asked how favorable he or she would be to imposition of this requirement. (Additional discussion of these responses, and of responses to further questions about options for fulfilling such a requirement appears in Section 5.1.)

The greater the individual's favorability toward the imposition of a National Service Requirement, the greater the enlistment propensity, in each sample.

One interpretation of the National Service question is that it taps tolerance for impositions on freedom for the sake of achieving national goals. If so, this finding has important implications for positioning the Guard and Reserves. Service in the Guard/Reserve may be positioned as meeting societal requirements not limited to the maintenance of national security. This is likely to increase accessions among those sensitive to the need to give up certain freedoms in exchange for achieving broader goals. At the same time, it must not be forgotten that there are those who reject the assumption of this necessity; they will most likely remain negative toward enlistment. (Further discussion of the implications of responses to the National Service questions will be found in Section 5.1.)

There are male-female differences in the relation between enlistment propensity and the two variables just reviewed. The impact of feelings about the necessity of the military on propensity is weaker among NPS females than among NPS males or among Veterans. Conversely, the impact of feelings about National Service on propensity is stronger among females than among members of the other two samples. (Further review of male-female differences in this study is presented in Section 5.2.)

The sample differences in the relationship of propensity and general attitudes are probably based on differences between men and women in the perception of the role of the military and in the perception of the meaning of a National Service Requirement to them. If so, the enlistment propensity of women might be affected markedly by changes of these perceptions. Such changes might occur as a result of changes in the role of women in the military, such as their integration into combat units. Changes might also occur as a result of changes in societal expectations of women, such as that regarding equality of obligations to participate in National Service.

The third variable is the degree of need to be with other people. This variable was measured by responses to questions about the respondent's liking to do things as a member of a team, preference for doing things with others rather than alone, liking for involvement in community projects, and so forth. People differ in their desires to get into groups, their enjoyment of social interchanges, and their desire to accomplish together things they could not do as individuals.

The greater the individual's need to be with others, the greater the individual's enlistment propensity, in each of the three samples. The results suggest that the Guard/Reserve was perceived as a group enterprise, one in which the individual functions as a member of a team. Thus, enlistment propensities are likely to be enhanced, the greater the belief that teamwork characterizes the units of the Guard/Reserve, and that it offers means of doing things individuals cannot. It must also be recognized that there are people who are less positive toward involvement with others. These people will be less inclined toward service in the Guard/Reserve and must be shown other compensating attractions.

The attraction of being with other people is likely to be stronger or weaker at different times of a person's life. In particular, it might be very strong among NPS people who are already out of high school but who have not yet developed life partnerships or begun to raise a family. As these people move out of their old circles of high school relationships and encounter the difficulties of adjusting to adult life, it is possible that they actively seek means of working with others. This group of Potential Enlistees may offer a prime market segment for DoD accessions.

### 3.5.3 Anticipated Gains from Service

The first variable is based on two sets of ratings. Each respondent was asked to rate the importance of each of sixteen life goals. Each respondent was also asked to rate the achievability of these life goals through service in the Guard/Reserve, as compared with participation in some other part-time activity.

The results of the individual ratings of life goals are shown in Tables 3-19, 3-20 and 3-21. Each goal is shown with regard to its importance and its relative achievability in the Guard/Reserve, for each sample. All samples viewed three of these goals as more achievable in the Guard/Reserve: service to the country, developing a sense of discipline, and learning leadership skills. Conversely, all viewed three goals as more achievable in some other part-time activity: putting one's talents to work, obtaining a good second source of income, and being with others like oneself.<sup>1</sup> Statistically, these several life goals collapse into a single variable affecting enlistment propensity.<sup>2</sup> (Differences between samples are discussed below and in Section 5.2. These differences do not affect the overall impact of the life goals variable on enlistment propensity.) In other words, it is possible to summarize the ratings of the sixteen life goals in a single score: To what degree does each respondent see his or her important life goals -- whatever they may be, and however they may differ from the life goals of others -- as more achievable in the Guard/Reserve than in some other part-time activity?

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<sup>1</sup>These ratings cast some light on general perceptions of the benefits seen in Guard/Reserve service. There are two critical areas in the tables. First, there are those areas showing important life goals that are considered to be highly achievable in the Guard/Reserve. These may form the basis of current accessions. Second, there are those areas showing important life goals that are not considered achievable in the Guard/Reserve, such as putting one's talents to work. These represent areas requiring change in the Guard/Reserve itself, or in its image, if accessions are to be increased.

<sup>2</sup> See the factor analysis discussion, Volume II.



TABLE 3-19. LIFE GOAL ACHIEVABILITY RANK ORDERED IN TERMS OF IMPORTANCE --  
NON-PRIOR SERVICE MALE SAMPLE<sup>1)</sup>

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p style="text-align: center;"><u>MORE IMPORTANT PERSONALLY</u></p> <div> <div>Make good friends Put my talents to work</div> <div>Do challenging work</div> <div>Participate in exciting activities</div> <div>Be with others like myself</div> </div>	
<p style="text-align: center;"><u>LESS IMPORTANT PERSONALLY</u></p> <div> <div>Good second source of income</div> <div>Gain recognition and status</div> </div>	
	<div> <div>Work for a better society</div> <div>Develop sense of discipline</div> <div>Meet new kinds of people</div> </div> <div> <div>Learn new/unusual skills</div> <div>Opportunity to serve community</div> <div>Learn leadership skills</div> <div>Learn new trade</div> <div>See how I stack up in competition</div> <div>Opportunity to serve country</div> </div>

<sup>1)</sup>Based on half-half split. All life goals were at least rated Somewhat Important.

TABLE 3-20. LIFE GOAL ACHIEVABILITY RANK ORDERED IN TERMS OF IMPORTANCE --  
NON-PRIOR SERVICE FEMALE SAMPLE<sup>1)</sup>

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<u>MORE IMPORTANT PERSONALLY</u>	
Make good friends	Work for better society
Put my talents to work	
Do challenging work	Meet new kinds of people
	Develop sense of discipline
Participate in exciting activities	
Be with others like myself	
<u>LESS IMPORTANT PERSONALLY</u>	
	Opportunity to serve community
	Learn new/unusual skills
Good second source of income	
	Learn new trade
	Learn leadership skills
	Gain recognition and status
	Opportunity to serve country
	See how I stack up in competition

<sup>1)</sup>Based on half-half split. All life goals were at least rated Somewhat Important.

TABLE 3-21. LIFE GOAL ACHIEVABILITY RANK ORDERED IN TERMS OF IMPORTANCE -- VETERANS SAMPLE<sup>1)</sup>

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p style="text-align: center;"><u>MORE IMPORTANT PERSONALLY</u></p> <div> <div>Putting my talents to work</div> <div>Make good friends</div> <div>Do challenging work</div> <div>Work for a better society</div> </div> <div> <div>Participate in exciting activities</div> <div>Be with others like myself</div> </div>	
<p style="text-align: center;"><u>LESS IMPORTANT PERSONALLY</u></p> <div> <div>Opportunity to serve community</div> <div>Learn new/unusual skills</div> <div>Learn new trade</div> <div>Good second source of income</div> <div>See how I stack up in competition</div> <div>Gain recognition and status</div> </div>	
	<div> <div>Develop sense of discipline</div> <div>Meet new kinds of people</div> </div> <div> <div>Learn leadership skills</div> <div>Opportunity to serve country</div> </div>

<sup>1)</sup>Based on half-half split. All life goals were at least rated Somewhat Important.

The specific benefits accruing to the individual, as measured by the collapsed life goal variable, is an important predictor of enlistment propensity. In other words, the individual's general attitudinal leaning toward the military, his or her willingness to engage in National Service, and his or her desires to work with others are not enough in themselves to ensure positive propensity. The individual must foresee direct benefits to himself or herself, resulting from service. Only to the degree that the Guard/Reserve can enable the individual to achieve important life goals in the service can the individual's general attitudes be converted into positive enlistment propensity. This is true in each of the samples studied.

While the collapsed life goals variable is uniformly important across samples, it should be recalled that the goals of particular importance differ from sample to sample. It follows that DoD must pursue one of two strategies. It might develop a blanket strategy emphasizing the achievability of those life goals important to all Potential Enlistees. More realistically, DoD might carefully target its appeals in terms of the life goals most important to the market segment addressed.

The second variable in this group is based on questions about a particular set of gains from service in the Guard/Reserve. Respondents rated the degree to which they perceived the Guard/Reserve to be respected in their community, the degree to which it offers opportunities to be involved in community projects, the degree to which it offers opportunities for forming friendships, and so forth. The measure discussed earlier indexed the degree to which the respondent desired to work with others, in general. Here, the degree to which the Guard/Reserve offers the specific benefits of a team is indexed: a place for making friends, for being involved, and for achieving respect.

The greater the individual's belief that the Guard/Reserve offers the benefits of being a member of a team, the greater the individual's enlistment propensity, in each of the three samples. The perception of the Guard/Reserve as a place of teamwork can be converted into positive enlistment propensity to a greater degree, the more the Guard/Reserve is structured to meet the expectations measured by this variable. The community involvement of the Guard/Reserve seems to be an important aspect of its image, and seems to be perceived as yielding important benefits to the individual.

#### 3.5.4 Anticipated Costs of Service

Respondents reacted to Guard/Reserve service in terms of the perceived benefits; they also reacted to it in terms of two types of perceived cost. First, service in the Guard/Reserve entails foregoing some other uses of one's time or talents. Second, certain negatively valued situations may arise as a result of service.

Perceived opportunity costs of Guard/Reserve service were measured by responses to questions about the likelihood of having job problems because of service obligations, losing a chance at job progress or educational progress, and losing time with one's family. The meaning of this variable differs from one sample to another; these differences will be discussed.

Veterans had a lower enlistment propensity, the greater the perceived likelihood of the opportunity costs described above. In contrast, this variable was not significantly related to enlistment propensity among NPS males.



While Veterans are highly concerned with the degree to which service might interfere with these activities, the opportunity costs of serving in the Guard/Reserve do not seem particularly salient determinants of enlistment propensity for NPS males. Perhaps this is because most NPS males in this sample have not yet made strong life commitments, while the older, more mature Veterans seem more involved in making long-term commitments, finishing their education, finding a permanent job, and starting a family. If this explanation of the data is correct, two further implications may be drawn: First, the prime candidates for recruitment under current conditions are those who have not yet made deep commitments, those who are in the midst of exploring their options. Second, the Guard/Reserve might be able to enhance accessions among Veterans if some way were found to decrease the perceived interference between service and the pursuit of educational goals or job goals.

The impact of perceived opportunity costs of service in the Guard/Reserve differs markedly for women from that for men. Women had a higher enlistment propensity, the greater the perceived likelihood of these opportunity costs. The perceived break in routine due to service is apparently seen as a benefit, rather than as a cost to the young, mostly unmarried, women in the sample. On the surface, this appears to contradict common sense. This perceived break in routine may be negatively valued by older women who are married and with dependent children; however, it seems valued as an opportunity for adventure and excitement for many of those in the sample. The Guard/Reserve may be able to capitalize on the perceived benefits of offering equality of opportunity to adventurous women. The Guard/Reserve must, however, take care that other, more lasting benefits are made clear to those women, lest accessions diminish or attritions increase as the initial excitement wears off, or as those women begin to make permanent life commitments.

The second type of cost affecting enlistment propensity is that of the perceived occurrence of negatively valued situations as a result of service in the Guard/Reserve. Respondents rated the likelihood of being in conflict with supervisors, having to follow routine for the sake of routine, and so forth. These situations all contained either some sense of a negative aspect of the job involved or some sense of negative interpersonal relations resulting from entry into the Guard/Reserve.

The greater the perceived likelihood of these negative situations, the lower the enlistment propensity, in each of the three samples. The results suggest that generally favorable attitudes toward military participation and a perception of the direct benefits arising from service are not sufficient to guarantee high enlistment propensity. It seems also to be necessary to ensure that perceptions of the military as a place of wearying routine, lack of mission orientation, and insensitive and incompetent supervision are not justified and not prevalent.

### 3.5.5 Current Life Situations

Lastly, enlistment propensity seems related to the existence of certain immediate situations in the life of the Potential Enlistee. Two of these were included in the summary model: the sense of the impermanence of one's work situation, and the sense that those who are important to oneself would approve of entry into the Guard/Reserve.

Each respondent was asked the likelihood with which he or she would find a new job or change jobs within six months of the interview. This question measures the individual's sense of the permanence of his or her job situation, of his or her present status in life. This variable is, of course, related to age, time on the present job (if the person is already working), and job satisfaction.

The more the perceived likelihood of obtaining a new job or of changing jobs, the greater the enlistment propensity, in each of the three samples. As suggested earlier, the Guard/Reserve seems to have greater appeal to those who have not made permanent life commitments than to those who have.

These last results suggest that the relationship of life commitments and propensity is not simply a matter of the stage of life in which the individual finds himself or herself, but is also a matter of the individual's immediate situation. The individual who is momentarily seeking a job or seeking a life change may be an excellent prospect for the Guard/Reserve, given that he or she is of sufficient quality in terms of educational attainment and other relevant indicators. These results also indicate a direction for changing the Guard/Reserve to make it more appealing for those with life commitments. For example, the part-time nature of the Guard/Reserve already makes it potentially available to men and women who are married, hold jobs, and are raising children, without the Potential Enlistees having to leave their other commitments for an extended period of time. However, as discussed in Section 3.4, a number of barriers exist. It might be possible to alter certain requirements of service to enable more of these mature and stable individuals to take advantage of this difference from the Active Forces, and to participate in Guard/Reserve programs.

Each respondent was also asked to indicate how pleased he or she believes those around him or her would be, if the respondent were to join the Guard or the Reserves. The answer to this question may be taken as an indicator of the extent to which respondents feel that social approval would be available to support enlistment. Few individuals are willing to undertake new commitments without some sense of social approval for their actions, unless other perceived gains are overwhelming.

The greater the sense of social approval for enlistment, the greater the propensity to enlist, in each of the three samples.

This result suggests that the Guard/Reserve must communicate well with those immediately surrounding the Potential Enlistee. Contact with those who have had positive experiences with the military increases the sense of forthcoming social approval among Potential Enlistees. The sense of social approval is heightened among both NPS males and NPS females, for example, for those who perceive their father as having made a career in the military. It is also heightened among all those who have friends who have recently considered joining the military or have actually done so.

Those in each sample who are married have a lesser sense of social approval forthcoming for enlistment. This may arise from perceptions of opportunity costs to the family. If so, greater communication with spouses of enlistees and the development of programs designed to deal with their concerns are indicated.

#### 3.5.6 Summary

An individual's propensity to enlist is determined by generalized attitudes toward the military and toward obligations to the nation, and by the degree to which the achievement of important life goals and desires are perceived to be fostered by service. Enlistment propensity is lowered by the perception that service entails negative results due either to the service situation itself or to the loss of other opportunities. Finally, particular life situations matter; that is, the existence of certain factors in the individual's life increases or decreases the overall propensity to enlist. Each of these findings has important implications for those considering the enhancement of accessions. A number of these implications have been noted here in connection with the individual findings; attempts at more comprehensive strategies may be found below, in Section 4.0.

### 3.5.7 Power of the Summary Model

The value of the model just presented can be measured by asking how well individual propensities to enlist can be predicted from knowledge of the individual attitudes, perceptions and life situations measured. In the ideal case, these would predict 100 percent of the individual variations in propensity in each sample. In very few situations are behavioral scientists able to predict more than 25 - 30 percent of individual variations, however, because of problems of measurement, omission of important variables, and so forth.

The model presented here predicts 46 - 49 percent of the variation in the three samples in the present study. By normal standards, then, this model presently offers a good understanding of enlistment propensity, and one on which strategies may be firmly based.

The focus group transcripts suggest that enlistment is often a highly arbitrary, spur-of-the-moment decision for the individual. The survey data show that it is lawfully related to known variables in the individual's background.

### 3.5.8 Other Variables

The model presented is a conservative one. A number of predictive variables were not included in assessing its power, lest they offer the opportunity to capitalize on accidental factors in the samples. A detailed discussion of the methodological issues is inappropriate here (see Volume II for further information), but it may be noted that less conservative analyses would yield a model predicting 60 - 65 percent of individual variations in the different samples.

A brief accounting of some of the variables studied that did not enter the model may be of value here. Certain of these variables offer leads for further explanation of enlistment propensity.<sup>1</sup> Others of these variables are interesting for their failure to help explain enlistment propensity to any

<sup>1</sup>They were omitted from the model because they were derived from half-sample data rather than full-sample data (see Section 4.0 in Volume II), or because they represent questions not asked of



greater degree -- they represent concerns that might be thought to be very important determinants of propensity but did not prove to be so.

Four variables show some promise for further explanation of enlistment propensity. First, NPS females show somewhat greater propensity if they hold a general attitude of trust toward authorities and toward the adult world. Second, NPS females also show greater propensity if they believe that military training is considered useful by potential employers and is generally a good influence on young people. These results seem consistent with other data showing that females who are somewhat more adventurous and who think of themselves as entering jobs where military training might be valued offer a prime market for the Guard/Reserve.

Third, in each sample, those who are more concerned with showing their abilities to themselves and others have higher enlistment propensity. It is likely that many people see the Guard/Reserve as an opportunity to prove themselves. The importance of this variable seems somewhat less among Veterans than among NPS samples, however. Two possible explanations may be noted. The attraction of the Guard/Reserve as a proving ground may differ both as a function of the age of the individual and as a function of other avenues of accomplishment open to him or her because of schooling, social class, and so forth. Positioning the Guard/Reserve as a proving ground is likely to appeal to Potential Enlistees only in some market segments.

Fourth, as noted earlier, among Veterans, satisfaction with service in the active forces is related to enlistment propensity. This Veterans sample comprises individuals who did not opt to join the Guard/Reserve upon separation from the active forces. Nonetheless, those who were more pleased with their active service are more positive toward enlistment. This suggests some potential for increasing quality accessions among Veterans, for example, by more intense efforts at separation centers.

Six variables investigated seem not to relate to enlistment propensity. Three of these were studied because of interest in the potential effects of the participation of women in the Guard/Reserve: attitudes toward the drawbacks of having women participate, feelings about the relative strengths of men and women, and feelings about the type of women to be encountered in the Guard/Reserve. The general issue is discussed further in Section 5.2 on Women in the Military, but it may be noted here that these variables do not affect enlistment propensity under current conditions. Plans to increase the proportion of women in the Guard/Reserve would not seem likely to affect enlistment propensity in any of the three samples.

The failure of three other variables to relate to propensity is perhaps a bit more surprising. These variables are the self-confidence of the individual, the perception of the work that is done by the Guard and the Reserves, and the perception of the potential dangers associated with service.

It is possible that the Guard/Reserve might appeal, for different reasons, both to those with a great deal of self-confidence and to those looking to build a sense of self-confidence. It is difficult to see how any change in the image of the forces in this respect could offer a net gain in accessions or the quality of accessions.

The failure of the other two variables to affect enlistment propensity might also arise from a balancing of the attractions to the Guard/Reserve to different types of Potential Enlistees. Alternatively, these results might arise from the failure of many Potential Enlistees to consider the issues of the work of the Guard/Reserve or the dangers of service as very important, under present conditions. Changes in political conditions or other such factors might bring these attitudes into play, but the strength of such effects is difficult to predict.

In summary, it is possible to describe the demographics of those with high enlistment propensity, and to provide an analysis of the barriers that may be affecting the ability to convert those with high propensity into actual accessions. Moreover, it is possible to describe the attitudinal variables affecting propensity with a good deal of accuracy. Several of the generalized positive attitudes, specific benefits and specific costs of service, and key life situations have been identified. A number of suggestions based on these findings, and the implications of the lack of certain findings have also been presented.

## 4.0 STRATEGIES

### 4.1 Overview

This report has presented the baseline tracking data on propensity, a description of the factors determining propensity and an analysis of the barriers which prevent high propensity individuals from enlisting. While implications can be drawn directly from each of these results, it is more effective and efficient to combine the results into comprehensive strategies for enhancing recruiting effectiveness.

This section presents strategies for increasing accession. They are based on the research data and hypotheses generated from the data. The strategies presented are not exhaustive. Whether any or all are implementable will depend upon whether they are compatible with current accession and retention efforts and DoD policy.

### 4.2 Approach to Generation of Strategies

In trying to market a product or concept, there are four major considerations. For the Guard/Reserve these can be stated as four questions:

1. How should the Guard/Reserve be positioned, i.e. what should be communicated as the function, use, activity, or purpose of the Guard/Reserve?
2. Who should the target market be?
3. How might the Guard/Reserve be modified to increase its level of appeal or to increase the number of persons to whom it appeals?
4. What are the most effective advertising and recruiting themes and strategies, given the answers to questions 1-3?

The study data were examined to determine the best possible answers to these questions, and appropriate strategies were developed.

Four potential strategies are presented:

STRATEGY A: Position the Guard and Reserve as Local and Part-time Forces with Some Community Service Functions

STRATEGY B: Change Requirements for Service and Target the 19-21 Year Old Segment of NPS Males and NPS Females

STRATEGY C: Stress Pride and Team Membership in the Local Guard and Reserve Units

STRATEGY D: Encourage Current Guardsmen/Reservists to Introduce Friends to the Opportunities in the Guard/Reserve

STRATEGY A: Position the Guard and Reserve as Local and Part-time Forces with Some Community Service Functions

There are two considerations in developing an appropriate position for the Guard/Reserve:

1. What are Potential Enlistees looking for, e.g. opportunity to serve country, opportunity to learn new trade, etc.?
2. What attributes do the Guard/Reserve have that would help Potential Enlistees achieve one or more of their goals?



One seemingly logical positioning for the Guard/Reserve would be as an opportunity to serve one's country. The data clearly demonstrate that most respondents believe the military provides an excellent opportunity to serve the country (See Tables 3-19, 3-20 and 3-21). However, data collected during the 1977 study and the focus groups indicated that in the absence of felt danger to the country, relatively few NPS people seem to feel a strong need to serve the country, and Veterans seem to feel they have already served. Thus, this is not an effective positioning of the Guard/Reserve.

Recent attempts at positioning the Guard and Reserve include a focus on the military as a place to learn a trade and obtain a second source of income. Data presented in Tables 3-19, 3-20 and 3-21 indicated that learning a new trade is one of the less important life goals and obtaining a second source of income was perceived as more achievable in a civilian activity. Thus, this is also not an effective positioning of the Guard/Reserve.

A new position must be developed for the Guard/Reserve. The Guard/Reserve position must stress attributes which are perceived positively by the target market and which are different from those associated with the Active Forces. Section 3.3.5 showed that there are vague feelings that the Guard/Reserve is different from the Active Military. Potential Enlistees do not know the characteristics of the Guard/Reserve and consequently attribute characteristics of the Active Military to the Guard/Reserve. Further evidence of the need to develop separate positions for the Guard/Reserve and the Active Military is the high correlation between propensity to join the Guard/Reserve and propensity to join the Active Military. Ideally, the Guard/Reserve would be positioned to appeal to different markets than does the Active Military. This would enlarge the pool of Potential Enlistees for the Armed Forces.



Both the Guard and the Reserves should continue to stress two characteristics that set them immediately apart from the Active Forces:

- They are local, and
- They only require a part-time commitment.

In addition, the Guard/Reserve should stress its function as a community service organization. In this study, data on preferred-service organizations were collected in a series of questions dealing with preferences for jobs if a National Service Requirement were passed (See Section 5.1).

Two dimensions can be used to characterize means of fulfilling a National Service Requirement (See Figure 4-1):

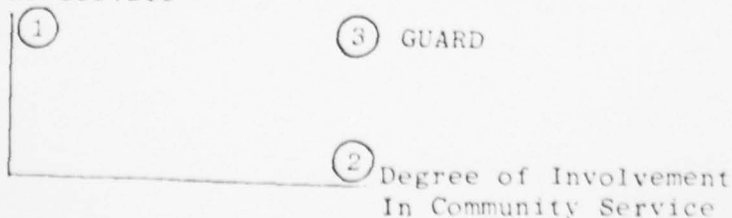
- The degree of involvement in structured, governmental service
- The degree of involvement in community service

For example, the Active Forces would be at position #1 (highly structured, governmental service, with no particular community involvement). Hospital service would be at position #2 (high degree of involvement in community service with low level of structured, governmental service).

These results clearly suggest a position for the Guard as both a structured governmental service and a community-service organization as shown in Figure 4-1 below.

FIGURE 4-1. POSITION OF THE GUARD/RESERVE AS A COMMUNITY-SERVICE ORGANIZATION

Degree of Involvement  
In Structured,  
Governmental Service



Another characteristic of the Guard/Reserve which should be stressed is its mission orientation. In line with mission orientation, the Guard/Reserve has need for two kinds of people: people with specific talents and people who can learn the skills needed for specific application in the challenging work of a local Guard/Reserve unit.

One potential approach to implementing this strategy would be to rely upon local advertising of the mission of the nearby Reserve unit, and the specific MOS's in which it has openings. This approach would be effective only if there are diverse alternatives available in sufficient quantity to have a wide appeal. The advertising would attempt to stress the challenges actually available to the Potential Enlistee, thus both stimulating the interest of those with the relevant interests or skills and offering the clear, easily fulfilled promise that those skills and interests will be utilized. This line of advertising would also stress the esprit of the local unit as a function of its dedication to its mission and its local character. These advertising themes would thus address the respondents' perceived needs for friendships and work challenges, and the high value those with positive propensity place on being with others and having pride in their groups. The theme of challenge would differ, incidentally, from that stressed by the Active Forces. The challenge here is to use one's abilities; not to prove one's maturity. The latter seems much more salient for younger people and is more easily fulfilled by full-time service.

STRATEGY B: Change Requirements for Service and Target the  
19-21 Year Old Segment of NPS Males and NPS Females

It is not sensible, given a shrinking number of 18 year olds available for military service, for DoD to concentrate on recruiting individuals solely from this market. The results of this study indicate that the 19-21 year old market may also be a valuable market for recruitment. For example, examination of the 19-21 year old segment indicates that it has a higher educational level and approximately the same racial distribution when compared to the 17½ to 18 year old segment.

This is not to say that DoD can not gain accessions from the NPS population over 21 years old, but the 19-21 year old segment has a significantly higher propensity than the older individuals as well as fewer competing commitments. In addition, this segment contains people who are particularly interesting to the Guard/Reserve because they would not normally consider the Active Military.

Section 3.4 showed that the available pool of non-high school Potential Enlistees was severely diminished due to the existing structure of the Guard/Reserve service requirements. To make the Guard/Reserve a viable and attractive alternative for this segment, three changes might be considered:

1. The use of flexi-time instead of strictly weekend duty for UTA's.
2. Restructuring the active duty requirement.
3. A two-year commitment instead of a six-year commitment.

The flexi-time scheduling strategy would permit individuals with fixed weekend commitments, such as work, to enlist.

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ASSOCIATES FOR RESEARCH IN BEHAVIOR INC PHILADELPHIA PA

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A TRACKING STUDY REGARDING ISSUES RELATED TO RECRUITMENT OF ENL--ETC(U)

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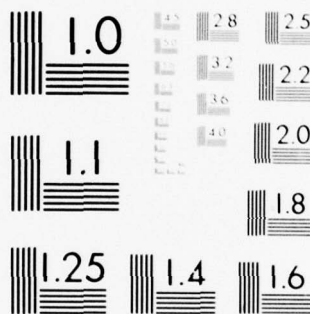


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The current 3-6 months active duty requirement is perceived as interfering with job and school commitments. This commitment should be restructured so that individuals with full-time jobs or who are full-time students can enlist. One approach might be to require a one-month period of initial active duty followed up with individualized instruction units which are completed on a regular schedule on the enlistee's own time or group training sessions one or two nights a week during the first year of enlistment. These training activities would be in addition to UTA's. This approach would be viable for individuals with full-time jobs because companies often provide pay during a person's two weeks of active duty and also provide two weeks of vacation. Other companies may not provide all four weeks with pay but might be willing to agree to two weeks of vacation and two weeks leave of absence without pay. In contrast, the three to six months active duty requirement usually requires that a person terminate his or her job.

The use of a two-year initial commitment could induce a larger segment of the market to try the Guard/Reserve, particularly the 19-21 year olds who have only budding life commitments. According to the data (Tables 3-17 and 3-18), the two-year commitment would increase the supply of high propensity individuals. In addition, this larger supply would be composed of individuals with a higher level of education short of a college degree.

Introducing a two-year enlistment period will reduce the total years of service enlistment by two-thirds. However, offsetting this reduction is a three-fold increase in the pool of available positive propensity NPS males and females. To benefit ultimately from this change in requirements, the Guard/Reserve would have to employ successful retention strategies.



Furthermore, the initial enlistment period could be positioned not only as a chance for the recruit to try out the Guard/Reserve but also as the converse. The two-year enlistment could be promoted as an opportunity for the Guard/Reserve to determine if the recruit can make a contribution. "The Guard/Reserve doesn't want everyone, just those with talent and commitment." This approach could help change the image of the Guard/Reserve as begging for people to that of a select team in which not everyone can participate.

STRATEGY C: Stress Pride and Team Membership in the Local Guard and Reserve Units

This advertising strategy is comparable to two strategies which were suggested as part of the 1977 research.

The basic themes of this strategy are that one can fill his or her need for friendship in the local Guard/Reserves and that there is pride in the unit for what it does and the way others think about it.

The Need to be with Other People theme is based on the strong relationship between propensity and the factor discussed in Section 3.5.2.

The pride theme is based on the perceived benefits of being a member of a respected team. The central thrust of this theme seems to be liking members of the team, pride in the unit for what it does, and pride in the way others think about the unit.

The pride suggested is somewhat different from that now advertised. Currently, some ads of the Army Reserve use the slogan "Part of what you earn is pride." One headline advertises "Part-time jobs with full-time pride." The emphasis here is on pride in the unit rather than exclusively pride in oneself.

This strategy is consistent with Strategy A which suggested that the Guard/Reserve be positioned as local, mission-oriented units. To perform their missions successfully, they must employ talented members. The members are proud of their achievements and feel strong camaraderie toward one another.

A person's self-evaluation or evaluation of the achievements of his or her team is based in part on larger social context. Pride in the unit stems from others recognizing the unit's contributions. Some recognition may come from Guard/Reserve headquarters. But additional recognition must come from the community and from the friends and relatives of Guard/Reserve members. Thus, the Guard/Reserve unit should increase efforts to make others in the community aware of what the unit does. Some units do have "open houses," put on demonstrations, etc. These activities should be continued and expanded, for example, by means of team competitions in mission-related activities, much as volunteer firefighters practice and compete in community fairs and firefighting demonstrations.

The nature of the Need to be with Other People theme gives rise to another strategy which is more a promotional than an advertising strategy. It is closely allied with the strategy just discussed.

STRATEGY D: Encourage Current Guardsmen/Reservists to Introduce  
Friends to the Opportunities in the Guard/Reserve

Some units already employ this strategy successfully. There are three reasons that this strategy is effective. First, the Team Member Strategy is facilitated by this strategy. Friendships are more likely to be formed among people who are similar. Thus, if team members participate in influencing acquaintances, then new members will be more similar to existing members and more likely to form fast friendships.

Second, the perception that others important to the respondent would be pleased by his or her enlistment is highly correlated with propensity (See Section 3.5.5). It follows that, if a friend or relative asks someone to consider enlistment, the recruit will perceive the approval for enlistment of someone important and increase his or her propensity.

Third, the importance and achievability data indicated that "being with others like myself" is considered very important but not achievable in the Guard/Reserve (Tables 3-19 and 3-20). This strategy would aid in reversing that perception.

This strategy should be implemented by current Guardsmen/Reservists in their spare time outside of the scheduled UTA's. The UTA's are necessary to develop and maintain military skills and readiness and must be conducted toward this end. Not only is this a functional consideration, but it also affects other variables related to propensity, i.e. group pride. The unit must be perceived as functioning well for a person to feel pride in it. Furthermore, it is on the basis of this established unit pride that the members would then feel willing to approach their friends about joining the unit and would be prone to re-enlist themselves.

In summary, four strategies were suggested for enhancing Guard/Reserve recruiting effectiveness. The strategies would present an unique military option to Potential Enlistees which would be generally consistent with how these individuals would want to spend their spare time (A); point to a large, new supply of Potential Enlistees and how the Guard/Reserve would have to be restructured to be consistent with their lifestyles (B); stress the important social and psychological needs of high propensity individuals which can be satisfied by participation in the Guard/Reserve (C); and how to increase accession and retention efforts by utilizing established friendships (D).



## 5.0 OTHER RELEVANT ISSUES

### 5.1 A Potential National Service Requirement

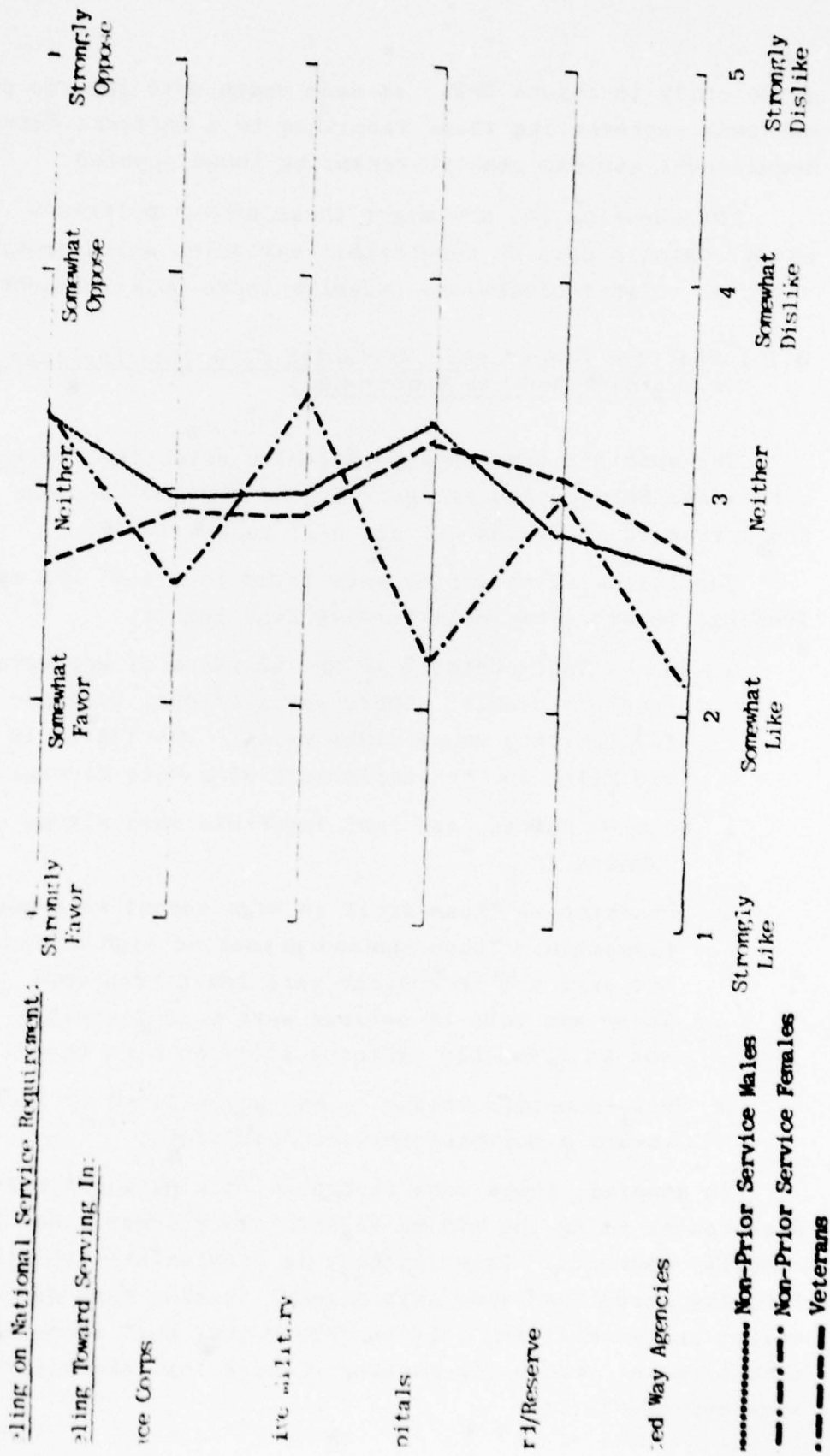
Over the years, a number of people have suggested that a National Service Requirement be imposed on all young people in the United States. This has been proposed both as a means of ensuring adequate military forces, and as a means of accomplishing other societal goals. In recent months, however, an outcome that has received major attention has been that of ensuring an adequate supply of manpower to Reserve forces.

In the light of increasing discussion of current accession problems, it seemed timely to study the acceptability of a National Service Requirement and its potential impact on Guard/Reserve accessions. A question regarding attitude toward the imposition of such a requirement was included in this study.

Were there a National Service Requirement, it would be unlikely that any single agency could absorb all the young people affected. Furthermore, citizens would be likely to expect a variety of options to be offered as a means of fulfilling a universal obligation. Additional questions were therefore presented regarding the acceptability of service in each of five types of organizations. These options included both participation in military components, Active and Reserve, and participation in non-military agencies.

The average sentiment toward a potential National Service Requirement was not strongly favorable or unfavorable overall for NPS males, NPS females and Veterans (see Figure 5-1). However, none of these groups was neutral. The NPS males and females average sentiments were both significantly negative while the average sentiment of the Veterans was significantly positive. Moreover, the variation within each of these groups was extremely wide. This indicates that each of these groups can be polarized into sub-groups with extreme positions, should the debate on the issue become more intense. This predisposition is presented

FIGURE 5-1. FEELINGS ON A NATIONAL SERVICE REQUIREMENT AND ALTERNATE FORMS OF FULFILLING A REQUIREMENT — ALL SAMPLES





graphically in Figure 5-2. In each graph note the two peaks, one peak representing those favorable to a National Service Requirement and one peak representing those opposed.

The question is, how might these groups polarize? This study contains data on demographic variables which provide some clues as to what dimensions underlie these polarizations.

#### 5.1.1 Specific Demographic Variables Affecting Feelings Toward a National Service Requirement

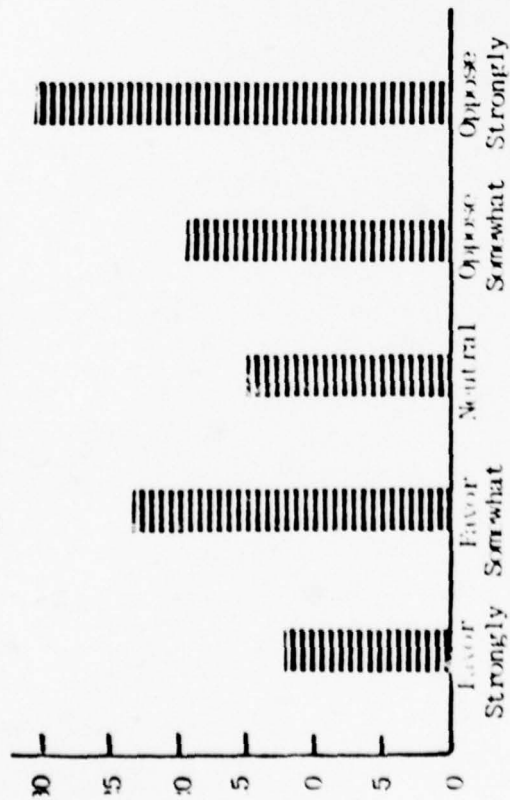
The specific demographic variables affecting feelings toward a National Service Requirement for the NPS and Veterans samples are presented in Tables 5-1 and 5-2, respectively.

The following variables were found to affect NPS males' feelings toward a National Service Requirement:

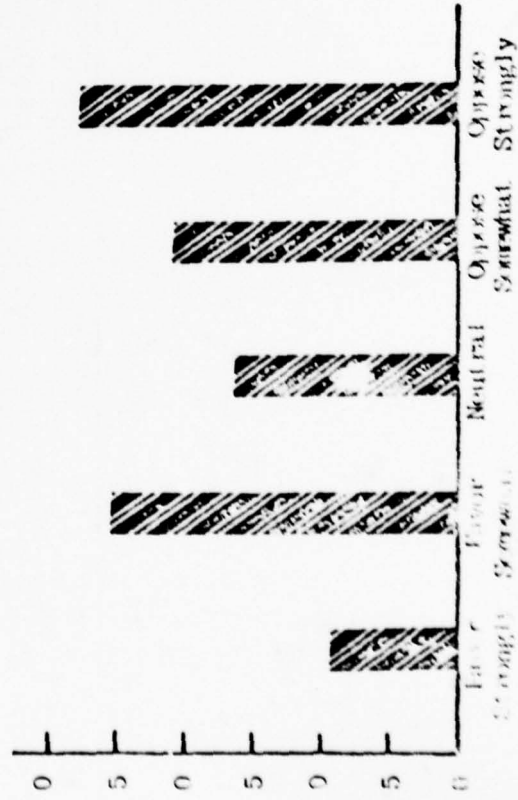
- Age -- Those between 19 and 22 years of age were least favorable. There was a gradual increase in favorability among older males. The 17½ to 18 year old males in the sample were also more favorable.
- Race -- Whites were less favorable than Blacks or "Others."
- Education -- Those still in high school were most favorable. Those who had graduated high school but were not in college were least favorable. Those who were in college were more favorable, but not as favorable as those still in high school.
- Socio-economic status -- was not related to feelings toward a National Service Requirement.

In general, those most favorable to a National Service Requirement among the NPS males were the younger, less educated, minority segments. This tendency is consistent with other data from the study that show this segment is also more prone to enlist in the military. It is likely that both these behaviors stem from the search for meaningful work that characterizes this period of life.

# NON-PRIOR SERVICE MALES



# NON-PRIOR SERVICE FEMALES



# VETERANS

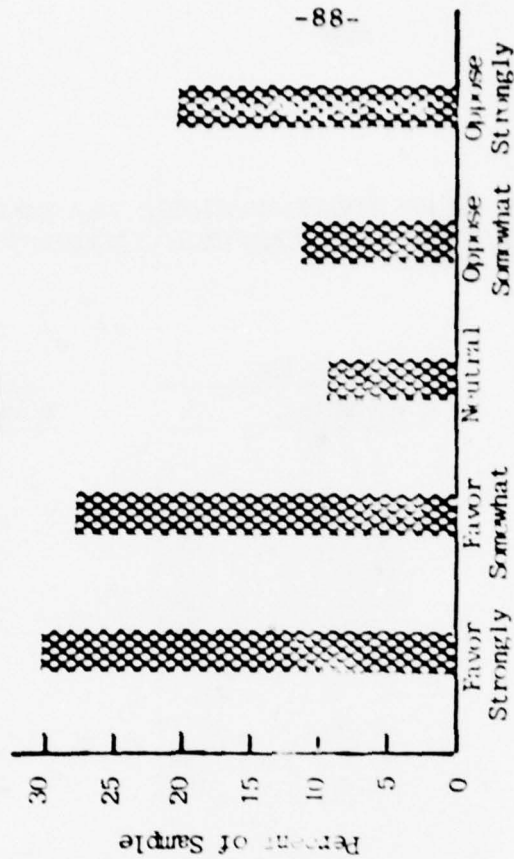


FIGURE 1-10 PERCENT OF NON-PRIOR SERVICE MALES, FEMALES AND VETERANS FAVORABLE AND UNFAVORABLE TO A NATIONAL SERVICE BILL

TABLE 5-1. PERCENT OF NPS MALES AND NPS FEMALES FAVORABLE TO A NATIONAL SERVICE REQUIREMENT AT VARIOUS LEVELS OF SIGNIFICANT DEMOGRAPHICS

DEMOGRAPHICS	MALE NPS		FEMALE NPS	
	% FAVORABLE	N	% FAVORABLE	N
<u>Age</u>				
17½ - 18	38.3	423	36.3	377
19 - 20	32.2	338	35.2	321
21 - 22	30.0	300	32.0	325
23 - 24	35.5	228	31.0	242
25 - 26	43.1	209	38.6	236
<u>Race</u>				
White	33.8	1217	33.3	1228
Black	45.5	143	39.4	137
Other	42.4	125	42.2	128
<u>Education</u>				
Not high school graduate	41.9	384	37.3	332
High school graduate	31.4	602	32.8	647
Some college	35.9	457	36.3	452

TABLE 5-2. PERCENT OF VETERANS FAVORABLE TO A NATIONAL SERVICE REQUIREMENT  
AT VARIOUS LEVELS OF SIGNIFICANT DEMOGRAPHICS

DEMOGRAPHICS	VETERANS	
	% FAVORABLE	N
<u>Age</u>		
24 and under	55.1	1030
25 and over	66.3	466
<u>Education</u>		
Not high school graduate	54.9	91
High school graduate	56.1	735
Some college	61.6	539
College graduate or more	66.7	87
<u>Parental Education</u>		
Both parents attended college	67.1	152
One parent, or neither attended college	58.2	1110
<u>Reaction to Own Active Service</u>		
Very satisfied	66.5	403
Somewhat satisfied	58.9	616
Neutral or unsatisfied	51.7	480

To the extent that favorability is related to acceptance, these results indicate that acceptance of a National Service Requirement among NPS males would be more likely if the obligation were structured as coming immediately after high school graduation. There should also be provisions for accepting those dropping out of high school.

The apparent racial differences in favorability among the NPS males may not in fact be racially grounded. Given the present levels of employment of minority youth and the lack of general socio-economic differences in the sample, the racial differences may instead be related to their unemployment.

The only clear-cut variable affecting favorability toward a National Service Requirement among the NPS females was race. Whites were less favorable than Blacks and "Others." The patterns of differences related to age and education were similar to that found with NPS males, but were not as strong.

The Veterans are a much different group with respect to the question of a National Service Requirement: They have served. Nevertheless, their attitude may be indicative of that of other elements of the population; e.g., older groups -- especially the segment of the older population that has at one time or another served in the military. The following variables were found to affect Veterans' feelings toward a National Service Requirement:

- Age -- The older the Veterans, the more favorable they were.
- Education -- The higher the level of their education or that of their parents, the more favorable they were.
- Service -- The greater the satisfaction with their own time in Active Military, the more favorable they were.



Having actually served one's country by performing military duty is only one determinant of favorability toward others being required to perform national service. The additional lines of cleavage found were age, education and satisfaction with prior service. Since the Veterans were an older group, these findings may be indicative of feelings and variables affecting feelings toward a National Service Requirement in the general population as well.

5.1.2 Favorability Toward Some National Service Requirement Alternatives: NPS Males and Females

Favorability to a National Service Requirement is also likely to be influenced by the specific options available for fulfilling this obligation. The average favorability data for each of the three samples on each option are presented graphically in Figure 5-1. Of paramount importance at this time, however, are the feelings of the male and female NPS samples. Since they represent the portion of our population who might be in the position of considering which option to select, only the NPS samples are examined in detail below.

For males, serving in the Guard/Reserve was second only to United Way Agencies, and both were rated favorably. These were followed by Peace Corps and Active Military which were both regarded neutrally. Hospital-type service was rated negatively.

For females, serving in United Way Agencies, Hospitals and the Peace Corps were all regarded very positively. The Guard/Reserve was regarded as a neutral option, and the Active Military as very negative.

Respondents in this study did not actually rank these alternatives, but rather expressed favorability on each alternative separately. Some caution is therefore required in assuming that the order of average ratings shows how each group would behave if the actual choice situation were to occur. However, the results suggest the Guard/Reserve would stand to benefit from a National Service Requirement, certainly among the males, and possibly among the females.

### 5.1.3 An Additional Aspect of Potential Polarization

The alternative options for fulfilling a National Service Requirement presented to each sample fell into two classes -- Military (Guard/Reserve and Active Military) and Non-Military (Peace Corps, Hospitals and United Way Agencies).<sup>1</sup> Furthermore, the manner in which the samples responded to the Military options was highly related to the manner in which they responded to the question about the National Service Requirement itself. This reinforces the suggestion of a strong potential for polarization. The implication is that reactions to a National Service Requirement may be particularly polarizing if the imposition of the requirement is associated only with the fulfillment of military manpower goals. The converse of this is that National Service must be seen as an end in itself. The fulfillment of the needs of the military must come about along with the fulfillment of other societal needs and values.

### 5.1.4 Attraction to Various Options for Fulfilling a National Service Requirement

Those demographic segments that were most favorable to satisfying the National Service Requirement by means of a military option were basically the same as those described in Section 3.2. However, other segments were most favorable to the Non-Military options. The differences may relate to the perceived community service components of these options. If there were a National Service Requirement with voluntary choice among organizations included in it, the degree to which the Guard/Reserve is seen as a community service organization may help the Guard/Reserve tap these groups. The demographics of the NPS samples which responded favorably to the Non-Military Options are presented in Table 5-3. Among NPS males, these groups include those with high reported grades in school, and those whose parents had a higher level of education. Among NPS females, these groups include those with some college and those with high

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<sup>1</sup>This is based on factor analysis. See Volume II for details of this analysis and the results.

TABLE 5-3. RESPONSES TO NON-MILITARY OPTIONS FOR FULFILLING A NATIONAL SERVICE REQUIREMENT

DEMOGRAPHICS	MALE NPS		FEMALE NPS	
	% FAVORABLE	N	% FAVORABLE	N
<u>Age</u>				
17½ - 18	29.3	423	60.5	377
19 - 20	32.0	338	62.7	322
21 - 22	35.3	300	64.6	325
23 - 24	37.8	230	62.8	242
25 - 26	36.8	209	67.4	236
<u>Education</u>				
Not high school graduate	28.4	384	62.0	332
High school graduate	32.3	604	59.4	648
Some college	39.8	457	69.9	452
<u>Reported High School Grades</u>				
A student	43.5	170	69.1	278
B student	34.7	669	63.6	813
C student or below	29.7	660	58.8	408
<u>Parental Education</u>				
Both parents attended college	41.1	209	69.0	187
One parent or neither attended college	31.8	1055	64.8	1098

reported grades in school. Overall, the NPS females were roughly twice as positive toward the Non-Military Options than were the NPS males.

In summary, the Guard/Reserve might stand to gain from a National Service Requirement if a National Service Requirement were perceived as an equitable way of fulfilling a number of different and desirable societal goals. Under a mandatory National Service Requirement which includes choices among ways of fulfilling the requirement, the Guard/Reserve might also be able to attract a higher quality enlistee if Guard/Reserve activity were to contain a strong element of community service. This attribute would allow the Guard/Reserve to compete more effectively among other National Service alternatives which normally attract more socially oriented persons. Under a mandatory National Service Requirement which includes choices among ways of fulfilling the requirement, the Active Forces would not fare as well as the Guard/Reserve on a relative basis. The Active Military, as a means of fulfilling a requirement, was less favored by the NPS samples than the Guard/Reserve. In addition, it is unlikely that it would attract any different market segment than it does at present.

## 5.2 Women in the Military

The preceding sections have not explored differences between samples in depth. In this section, some differences between NPS females and NPS males are examined.

With the increase of targeted female accessions in the National Guard and Reserves, a number of issues arise that have not been considered in depth before. Foremost among these are the concerns of the women themselves, regarding both the positive aspects of service and the negative aspects of service. One must consider whether the perceived benefits to women are the same as or different from the perceived benefits to men, and whether particular benefits are of equal importance to both. One must also ask whether the costs are the same or different. In this latter regard, account must be taken of the special problems women might face because of the degree to which service contradicts traditional pictures of the feminine roles. Will women be able, in fact, to carry the burdens of service? Will they be accorded equal opportunity and equal treatment? Will they have to give up things that men do not normally have to give up?

The concern with changing from traditional roles can be considered in terms of several different issues. Many women have been trained to adopt a passive, dependent, non-command role. Most assume that even with entry into the military service they will not act as combatants. Most may think of service as a way-station on the road to settling into a marriage, with home and children. Do any of these attitudes conflict with enlistment propensity? Are they compatible with service?



The problems of integrating women into the military may be considered from another point of view as well. Do potential male enlistees worry about the competence of women in the service? Are they worried about the potential role conflicts (in traditional terms) that might arise were they to have to take orders from women? Are these concerns likely to affect the enlistment propensity of NPS males?

The present data were explored in attempts to answer some of these questions. It is important to recognize these data as quasi-baseline data; the proportion of women in the Guard/Reserve is still relatively low, and the awareness of the Guard/Reserve option among NPS women can still be markedly improved. Some changes may be expected in the results discussed here as the awareness of the place of women in the Guard/Reserve increases and the number of women availing themselves of this opportunity increases.

#### 5.2.1 Women's Attitudes and the Military

The relative differences between attitudes of NPS males and NPS females are examined in this section. These groups differ significantly on numerous items in six attitudinal areas. The items on which they differed are presented, and the implications for attitudes toward the Guard/Reserve are discussed below. Next to each item there is either an M or an F. This designates whether the NPS males or NPS females felt that the item was more true or agreed more strongly with the item. For example, the first item below reads that NPS females, more than NPS males, agreed that "The Guard/Reserve is a place meet good friends and to make new and lasting friendships."

AREA 1: General Attitudes Toward the Military and the  
Guard/Reserve

NPS males and NPS females differed significantly on the  
following items:

- F The Guard/Reserve is a place to meet good friends  
and to make new and lasting friendships
- M A nation should always be ready to fight
- F The Guard/Reserve are highly respected in my community
- M The military life is a pretty lonely one
- F People should give time to help others in need
- F The Guard/Reserve offers an opportunity to become  
involved in projects in my community
- F I like to belong to organizations or groups which help  
me find more interesting things to do than being on  
my own
- F Our country is too militaristic

In a relative sense, this pattern of results indicates  
that NPS females are more gregarious than their male counter-  
parts and generally less aggressive. NPS females, to a greater  
degree than NPS males, tend to see the Guard/Reserve as a place  
to make new and lasting friendships and as a place to become  
involved in community projects. On the other hand, NPS females,  
to a greater degree than NPS males, perceive the country is too  
militaristic.

As discussed elsewhere, the Guard/Reserve can be expected  
to benefit by being positioned as an organization which performs  
socially beneficial activities. These results indicate that  
such a positioning should have more appeal to NPS females than  
to NPS males.

AREA 2: Perceptions of Women in the Military

NPS males and NPS females tended to perceive women in the military differently on the following items:

- M Any woman who joins the Guard/Reserve has no complaint coming if men treat her badly
- M Women do not have the physical strength and endurance to be military personnel
- F The military life is a good influence on most young people
- M Women think less clearly than men, and are more emotional
- F Women in the Guard/Reserve can fill a vital function as members of combat-ready units
- M Women are not likely to be treated fairly in the military, with regard to recognition and promotion
- M Women have a tougher time adjusting to military life than do men
- F Women in the Guard/Reserve can be very useful in such non-traditional occupations as radar technicians and mechanics
- M Women in the military are less feminine than other women
- M Women in the Guard/Reserve can be very useful in the traditional occupations of nursing and secretarial work

Several traditional conflicts are evident in the pattern of these responses. NPS females perceive opportunities to serve in non-traditional roles; e.g., mechanics. NPS males, on the other hand, tend to put more emphasis on such traditional female roles as nursing and secretarial work. NPS males tend to perceive women in the Guard/Reserve as different -- less feminine. NPS males also project what is currently known as a "macho" attitude relative to women who would enter the military. These include a skepticism about their strength and endurance, a belief that women are sufficiently different (perhaps more physically and emotionally fragile) to preclude easy adjustment to military life, and a greater willingness to accept the idea that women might have to accept maltreatment as a fee for entering the military domain.

NPS females, on the other hand, appear not to perceive that their treatment in the Guard/Reserve would be as negative as men do, to have a better feeling about their emotional capabilities and abilities to adjust, and to be more willing to see themselves in combat status as well as fulfilling non-traditional roles.

This is a classic conflict over sex role functions. However, the disagreement in these perceptions is not large. Those disagreements that exist can probably be reconciled over time with adequate exposure to women in service.<sup>1</sup>

### ARLA 3: Achievability of Life Goals

Except for four life goals, NPS males and NPS females tended to feel about the same about their ability to achieve their life goals in the Guard/Reserve. The four life goals that the NPS females perceived as achievable in the Guard/Reserve to a greater degree than the NPS males were:

- F Doing work that is challenging
  - F Working for a better society
  - F Gaining recognition and status
  - F Learning a new trade or specialty
-

Most significantly, these four life goals represent a more positive emphasis for NPS females on significant major dimensions of achievements in life -- personal growth, social growth and skill acquisition. The NPS females would then be stressing such all around growth as a function of serving in the Guard/Reserve to a greater degree than their male counterparts. This may be partially related to the perception of NPS females that the Guard/Reserve offers more equality of opportunity than available alternatives.

#### AREA 4: Importance of Life Goals

As seen above, NPS females tend to perceive the Guard/Reserve as a place where major life goal achievements can be accomplished to a greater degree than NPS males. However, where do NPS females put the stress as compared to NPS males? The answer can be seen in their responses to which life goals are more important as compared to those which NPS males consider more important. These are given below.

- M The opportunity to serve my country
- F Making good friends
- F The opportunity to serve my community
- M Gaining recognition and status
- M Being able to see how I stack up in competition with others
- M Learning leadership skills
- F Meeting new kinds of people



Personal and community-related social concerns, and gregariousness dominate as important life goals for NPS females. This result is consistent with the attitudinal and perceptual differences about the Guard/Reserve between NPS males and NPS females. It attests to the strength of this difference between the NPS males and females on these dimensions.

AREA 5: Perceived Likelihood of Situations to be Encountered  
in Guard/Reserve

Are there differences in the types of situations which NPS females and NPS males feel they would encounter in the Guard/Reserve? There are, on seven items.

- F Being with women who want to compete with men
- M Losing a chance to progress toward a solid job and job security
- F Taking too much time away from your family during drills
- M Losing a chance for educational progress
- M Being in a position to have to kill other people in a disturbance or a war
- F Being with women who are confident in their abilities
- M Having to take orders from someone who does not know as much as you do

NPS females are more concerned over loss of time with family. Although understandable, these perceptions, nevertheless, merit consideration in terms of their potential impact on propensity. A way must be found to deal with family life conflicts. (While the female may not be married when she enlists, she may get married during the term of enlistment.)

Who will be my compatriots? Who will be the other women with whom I will have to serve? Female NPS see these women as confident and competitive. These data are not clear as to whether this type of woman is a standard to be modeled on, or a threat. Whichever the case, the perception of the woman currently in the Guard/Reserve is clear. They are characterized as people capable of meeting a challenge.

NPS females do not see as much of a possibility of loss of educational gain and job opportunity. This is understandable in light of lesser stress traditionally put on job acquisition and the provider role for females and on the contingent role of education in this process. The situation is reversed with respect to the NPS female's concern of family life disruptions. They see this situation as more likely than NPS males. In other words, traditional role disruptions must be considered in alleviating NPS female's anxiety over enlisting in the Guard/Reserve.

Finally, note that males are more concerned about the possibility of killing other people in a disturbance or a war. It can be conjectured that NPS females do not perceive themselves in a Guard/Reserve function that would lead to this behavior. If so, it gives rise to a highly speculative thought, but one worth consideration. Namely, while NPS females see the Guard/Reserve as a place where non-traditional roles are available, there may be a limit to the actual acceptance of these opportunities. The possibility must also be considered that these responses might reflect the current prohibition of women from combat roles.

AREA 6: Transition to Young Adulthood

In contrast to their role counterparts, NPS females seem to be less distrusting. This can be seen in the responses to the following items:

- M You can't trust the government, because their policies are always changing
- M Politicians and bureaucrats don't care about the people they're supposed to serve
- M Older people make it really hard for young adults to find their position in life
- M Military officers don't care about the people who have to serve under them
- M You can't trust the military because their policies are always changing
- M When I have to deal with different people, I feel like an actor playing different roles

Trust can be a double-edged sword. It might be easier to enlist a person who is more trusting, but such a person may be more easily disillusioned. It might be wiser in the long run to provide realistic expectations to the NPS females. This caveat also applies to the people with whom the NPS female comes into contact.

In addition, it should be noted that trust is highly related to dependence. The NPS female might be a less independent person than the NPS male. This again argues for a recruitment program which would spend more time providing the NPS females with basic facts in a consistent and sensitive manner.

### 5.2.2 Other Male-Female Differences

NPS females seem more prone to view military service in terms of opportunities for travel, excitement, adventure, and a break from routine. This may be seen in the tendency of NPS females to view differences between the Guard/Reserve and Active Forces in terms of travel and excitement, and in the positive impact of perceived interruptions of routine on enlistment propensity, discussed in Section 3.5.4. This tendency of NPS females offers an opportunity for advertising and promotion, but a cautionary note may also be in order: Additional benefits must be communicated to NPS females, lest propensities and satisfaction diminish as excitement and novelty wear off.

There are also some differences between NPS males and NPS females with regard to the demographic factors impacting on propensity. Propensity among NPS males is affected by five variables that do not affect propensity for NPS females:

- Employment status
- Perceived difficulty of finding a job
- Reported grades in school
- Career military father
- Receipt of recruiting literature

Conversely, two variables affect the propensity of NPS females, but not the propensity of NPS males:

- Contact with an armed services recruiter
- Size of parental family

The reasons for the differential impact of these variables upon enlistment propensity are not entirely clear. However, it is clear that different accession strategies may be required for women than those now used with men. For example, the attempt to appeal to job-oriented motives may not be too successful for NPS females. In contrast, large marginal gains in accession efficiency may accrue from greater use of recruiter resources with NPS females.

Finally, the NPS samples differ in their perceptions of the difficulties that might result from the integration of women into the command structure of Guard/Reserve units. Each respondent was asked the difficulty of men taking orders from women, of women taking orders from men, and of women taking orders from women. The results are presented in Figure 5.3. For each of these cases, the NPS males perceived less difficulty than did the NPS females. Furthermore, each sample perceived the greatest difficulty in men taking orders from women. However, while the men thought it would be harder for women to take orders from men than from other women, the women reversed that order. Finally, the women saw men taking orders from women as far more difficult than either of the other two cases; the magnitude of this difference was far less among men. Some recognition of these differences in perception may be required in the future, as women do progress into leadership positions in the Guard/Reserve, especially if the suggestions on the nature of trust and dependency already discussed are correct.



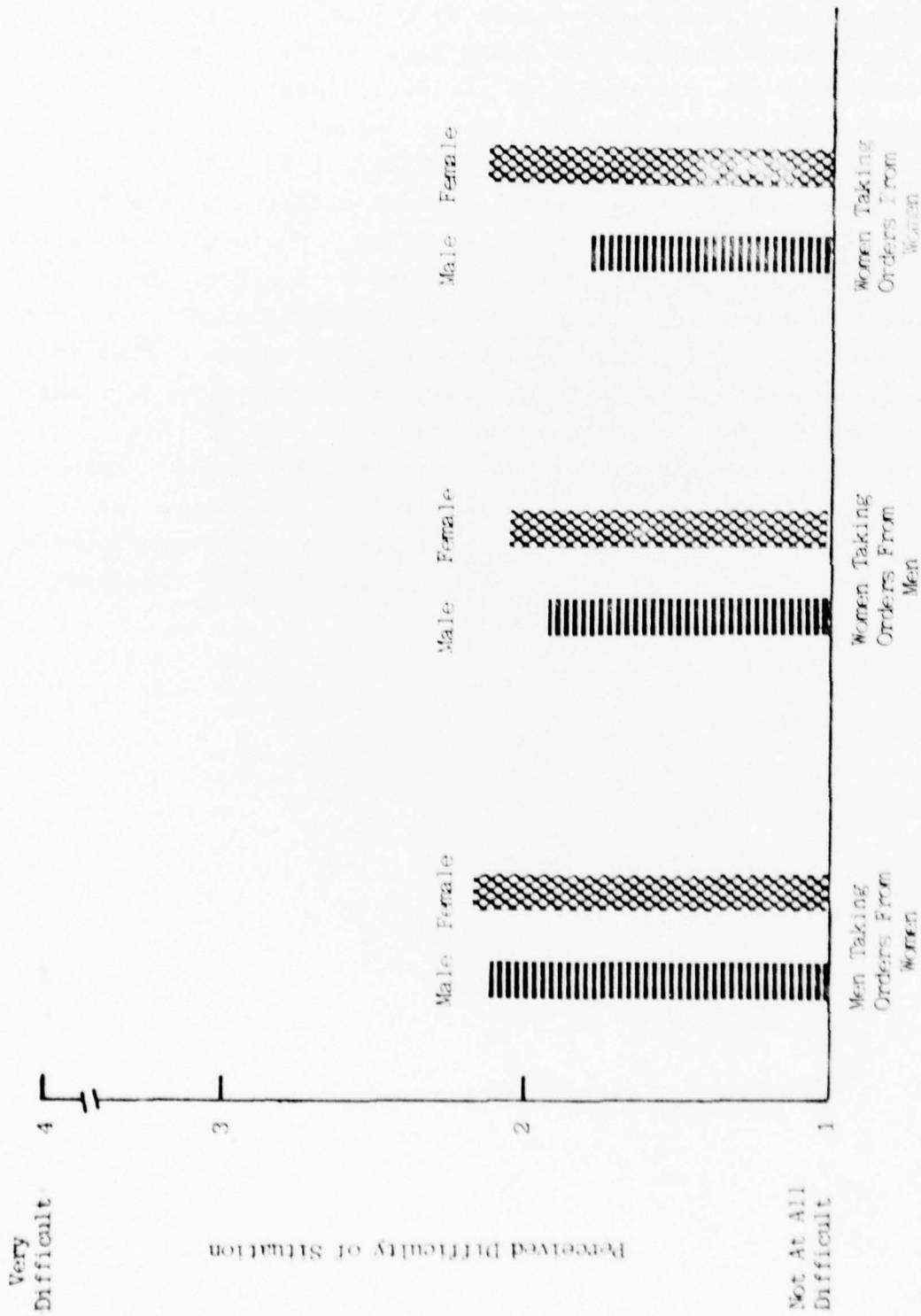


FIGURE 5-3. PERCEIVED DIFFICULTY OF TAKING ORDERS

APPENDIX

Associates for Research in Behavior, Inc.  
3401 Market Street  
Philadelphia, Pennsylvania 19104

TELEPHONE # \_\_\_\_\_  
RESPONDENT'S SEX \_\_\_\_\_

OMB # 22-5-78004  
September, 1978  
Job #8583

( ) First screener HH  
( ) Additional screener HH

GROUPS A AND B SCREENER - 1

Hello, I'm \_\_\_\_\_ from Associates for Research in Behavior, a research company in Philadelphia. We're doing a study among young men and women, age 17½ to 26, for the Federal Government and would like to have your opinion.

- 1a. Are there any young men or young women in your household between the ages of 17½ and 26?  
1( ) Yes 2( ) No (END INTERVIEW - CODE 8)

- b. IF YES:

How many men age 17½ to 26 are there living in your household?

0( ) None (#1d NEXT) 3( ) Three ( ) Six or more  
1( ) One 4( ) Four WRITE IN NUMBER  
2( ) Two 5( ) Five

- c. What are the names and ages of each man in your household age 17½ to 26? Please give me the youngest first, then the next youngest, etc. RECORD NAME AND AGE BELOW, STARTING WITH THE YOUNGEST IN ORDER TO OLDEST.

	NAME	AGE	IF NUMBER IN HH IS:	INTERVIEW PERSON #:
1.	_____	_____	<u>1</u>	<u>1</u>
2.	_____	_____	<u>2</u>	<u>1</u>
3.	_____	_____	<u>3</u>	<u>1</u>
4.	_____	_____	<u>4</u>	<u>2</u>
5.	_____	_____	<u>5</u>	<u>3</u>
6.	_____	_____	<u>6</u>	<u>1</u>
7.	_____	_____	<u>7</u>	<u>5</u>

- d. How many women age 17½ to 26 are there living in your household?

0( ) None (#1f NEXT) 3( ) Three ( ) Six or more  
1( ) One 4( ) Four WRITE IN NUMBER  
2( ) Two 5( ) Five

- e. What are the names and ages of each woman in your household age 17½ to 26? Please give me the youngest first, then the next youngest, etc. RECORD NAME AND AGE BELOW, STARTING WITH THE YOUNGEST IN ORDER TO OLDEST.

	NAME	AGE	IF NUMBER IN HH IS:	INTERVIEW PERSON #:
1.	_____	_____	<u>1</u>	<u>1</u>
2.	_____	_____	<u>2</u>	<u>1</u>
3.	_____	_____	<u>3</u>	<u>1</u>
4.	_____	_____	<u>4</u>	<u>2</u>
5.	_____	_____	<u>5</u>	<u>3</u>
6.	_____	_____	<u>6</u>	<u>1</u>
7.	_____	_____	<u>7</u>	<u>5</u>

- f. IF ONLY MEN OR ONLY WOMEN IN HOUSEHOLD, CHECK APPROPRIATE BOX ABOVE TO SEE WHICH PERSON TO INTERVIEW. ASK TO SPEAK TO THAT PERSON.

IF BOTH MEN AND WOMEN IN HOUSEHOLD, CHECK MALE BOX TO SEE WHICH PERSON TO INTERVIEW. ASK TO SPEAK WITH THAT PERSON.

A&B SCREENER -- 2

COL. 1 (1)  
COL. 2 (1)  
FORM-COL. 3 -

1g. WHEN APPROPRIATE PERSON IS ON PHONE, READ:

Hello, I'm \_\_\_\_\_ from Associates for Research in Behavior, a research company in Philadelphia. We're doing a study among young men and women, age 17½ to 26, for the Federal Government and would like to have your opinion.

How old are you?

- 20- 1( ) 17½  
21- 2( ) 18  
3( ) 19  
4( ) 20  
5( ) 21

- 6( ) 22  
7( ) 23  
8( ) 24  
9( ) 25  
10( ) 26

COL. 4 (0)  
ID #1 - 5-  
6-  
7-  
ID #2 - 8-  
9-  
10-  
11-

h. Are you now or have you ever been in the active military service, or the National Guard or Reserves in a paid drill status?

- 1( ) Yes (ARRANGE TO SPEAK WITH NEXT HOUSEHOLD MEMBER OF SAME SEX LISTED ABOVE. USE NEW SCREENER, STARTING WITH #1g. IF NO OTHER HOUSEHOLD MEMBER OF SAME SEX IN AGE GROUP, ASK TO SPEAK TO PERSON OF OPPOSITE SEX. CHECK BOX TO SEE WHICH HOUSEHOLD MEMBER OF OPPOSITE SEX TO INTERVIEW.

IF NO OTHER ELIGIBLE RESPONDENT IN HOUSEHOLD, END INTERVIEW-CODE 9)

- 2( ) No

CALL EVENT- 12 -  
13-  
CALL OUTCOME14-

i. Have you been accepted by the active military service or the National Guard or Reserves and are currently awaiting basic training?

- 1( ) Yes (ARRANGE TO SPEAK WITH NEXT HOUSEHOLD MEMBER OF SAME SEX LISTED ABOVE. USE NEW SCREENER, STARTING WITH #1g. IF NO OTHER HOUSEHOLD MEMBER OF SAME SEX IN AGE GROUP, ASK TO SPEAK TO PERSON OF OPPOSITE SEX. CHECK BOX TO SEE WHICH HOUSEHOLD MEMBER OF OPPOSITE SEX TO INTERVIEW.

IF NO OTHER ELIGIBLE RESPONDENT IN HOUSEHOLD, END INTERVIEW-CODE 10)

- 2( ) No

COLS.15-19 (0)

j. What is the last year of school or college you completed?

- 22- 1( ) Less than high school graduate  
2( ) High school graduate  
3( ) Vocational school/training after high school  
4( ) Some college  
5( ) College graduate  
6( ) Post graduate work

ARRANGE TO SPEAK WITH NEXT HOUSEHOLD MEMBER OF SAME SEX. USE NEW SCREENER STARTING WITH #1g. IF NO OTHER HOUSEHOLD MEMBER OF SAME SEX IN AGE GROUP, ASK TO SPEAK TO PERSON OF OPPOSITE SEX. CHECK BOX TO SEE WHICH HOUSEHOLD MEMBER OF OPPOSITE SEX TO INTERVIEW.

IF NO OTHER ELIGIBLE RESPONDENT IN HOUSEHOLD, END INTERVIEW-CODE 11.

k. CHECK:

- 23- 1( ) Male

- 2( ) Female

OFFICE USE ONLY

RESPONDENT \_\_\_\_\_ PHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

INTERVIEWER \_\_\_\_\_ DATE \_\_\_\_\_

SAMPLE SEGMENT \_\_\_\_\_

24- 27-  
25- 28-  
26-

Associates for Research in Behavior, Inc.  
3401 Market Street  
Philadelphia, Pennsylvania 19104

OMB # 22-5-78004  
September, 1978  
Job #8583

ENLISTMENT STUDY - GROUPS A AND B QUESTIONNAIRE - FORM 1

Your household has been chosen by chance. Any information you give us is held completely confidential by our firm. Participation in the survey is voluntary and there will be no consequences for failure to respond to any particular questions.

2. Are you currently attending any type of school or college?  
29- 1( ) Yes (#4 NEXT) 2( ) No
3. IF NO:  
Are you planning to attend any type of school or college in the next year or so?  
30- 1( ) Yes 2( ) No (#7 NEXT)
4. IF YES IN #2 OR #3:  
What type of school are you attending/planning to attend?  
31- 1( ) High school  
2( ) Vocational training school after high school (#6 NEXT)  
3( ) Two-year college (#6 NEXT)  
4( ) Four-year college (#6 NEXT)
5. IF HIGH SCHOOL:  
Do you plan to go on to vocational training or college after high school?  
32- 1( ) Yes (#7 NEXT) 2( ) No (#7 NEXT)
- 33- 6. IF COLLEGE OR VOCATIONAL TRAINING IN #4:  
How many courses are you taking/planning to take? \_\_\_\_\_
7. Are you currently employed outside your home?  
34- 1( ) Yes 2( ) No (#11 NEXT)
- 35- 8a. IF YES:  
How many hours a week do you regularly work? \_\_\_\_\_
- 37- 8b. On the average, how many weekends a month do you work? \_\_\_\_\_
- 8c. Do you work on a rotating shift?  
38- 1( ) Yes 2( ) No
9. How satisfied are you with your present job? Are you:  
39- 1( ) Very satisfied, 3( ) Somewhat dissatisfied, or  
2( ) Somewhat satisfied, 4( ) Very dissatisfied?
10. How long have you been employed there?  
40- 1( ) Less than 6 months 3( ) 1 - 5 years  
2( ) 6 months - 11 months 4( ) More than 5 years
- SKIP TO Q. 12 NEXT.
11. IF NOT CURRENTLY EMPLOYED IN Q. 7:  
Are you looking for work?  
41- 1( ) Yes 2( ) No



A1

-2-

12. How difficult do you think it is for someone in your type of work to find a job in your area? Is it:

42- 1( ) Very difficult, 3( ) Somewhat easy, or  
2( ) Somewhat difficult, 4( ) Very easy?

13. Now I'm going to read you a list of several things which young people your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that. For instance, how likely is it that you would be (READ STATEMENT)? Would you say definitely, probably, probably not, or definitely not?

	Definitely	Probably	Probably Not	Definitely Not	DK/ Not Sure
a. Working in a factory	43-1( )	2( )	3( )	4( )	9( )
b. Working at a desk in a business office	44-1( )	2( )	3( )	4( )	9( )
c. Working as a salesperson	45-1( )	2( )	3( )	4( )	9( )

FOR STATEMENTS d THROUGH i, START WITH  
STARRED ITEM FIRST; ROTATE THRU REMAINDER.

d. Serving in the Army National Guard	46-1( )	2( )	3( )	4( )	9( )
e. Serving in the Air National Guard	47-1( )	2( )	3( )	4( )	9( )
f. Serving in the Army Reserve	48-1( )	2( )	3( )	4( )	9( )
g. Serving in the Air Force Reserve	49-1( )	2( )	3( )	4( )	9( )
h. Serving in the Marine Corps Reserve	50-1( )	2( )	3( )	4( )	9( )
i. Serving in the Navy Reserve	51-1( )	2( )	3( )	4( )	9( )

STATEMENT J IS ALWAYS ASKED LAST.

j. Serving in the active military	52-1( )	2( )	3( )	4( )	9( )
-----------------------------------	---------	------	------	------	------

14. Have you ever received recruiting literature from the military services?

53- 1( ) Yes 2( ) No (#16 NEXT)

- 15a. IF YES:

About how many pieces of literature did you receive during the last six months?

54- 1( ) None (#16 NEXT) 3( ) 4 - 6  
2( ) 1 - 3 4( ) 7 or more

- 15b. What do you usually do with the literature you receive? CHECK ALL MENTIONED BY RESPONDENT

55- 1( ) Send in coupons in it 59- ( ) Other \_\_\_\_\_  
56- 2( ) Read it WRITE IN  
57- 3( ) Save it to consider later  
58- 4( ) Throw it away

16. Did a recruiter ever talk with you about joining the National Guard or Reserves?

60- 1( ) Yes 2( ) No (#18 NEXT)

17. IF YES:

Was your discussion with the recruiter:

61- 1( ) Very helpful to you, 3( ) Not very helpful to you?  
2( ) Somewhat helpful to you, or

18. Did you ever send in a pre-addressed coupon for information about the National Guard or Reserves?

62- 1( ) Yes 2( ) No

19. Did you ever actually apply to join the National Guard or Reserves?

63- 1( ) Yes 2( ) No

20. Do you have a health problem which you think might prevent your joining the military?

64- 1( ) Yes 2( ) No 9( ) Don't know

21a. The requirements and benefits of the Active Military, the National Guard, and the Reserves vary somewhat.

For how long do you think you have to enlist, if you join the (NAME UNIT)?

	Active Military	National Guard
1 year	65- 1( )	66- 1( )
2 years	2( )	2( )
3 years	3( )	3( )
4 years	4( )	4( )
5 years	5( )	5( )
6 years	6( )	6( )
Other: WRITE IN		
Don't know	9( )	9( )

COL. 67 - (0)

21b. How long is the period of active duty for initial training when you join the (NAME UNIT)?

	National Guard
None	68- 1( )
Less than 3 months	2( )
3 to 6 months	3( )
7 to 12 months	4( )
13 months to 2 years	5( )
More than 2 years	6( )
Don't know	9( )

COL. 69 - (0)

22a. Now I would like to ask you a few questions about the Guard and Reserves.

Do you think you might lose pay from a regular job as a result of attending National Guard or Reserve drills and summer camp?

70- 1( ) Yes 2( ) No 9( ) Don't know

22b. In the Guard/Reserve, how difficult do you think the following situations would be?

Do you believe that (READ ITEM) is very difficult, somewhat difficult, not very difficult, or not at all difficult?

	DIFFICULT			
	Very	Somewhat	Not Very	Not At All
a. Men taking orders from women	71-1( )	2( )	3( )	4( )
b. Women taking orders from men	72-1( )	2( )	3( )	4( )
c. Women taking orders from women	73-1( )	2( )	3( )	4( )

23a. Different people have different ideas about the military. How well do you think the following statements describe the Active Military Service? Is the statement (READ ITEM), very true of the Active Military, somewhat true, neither true nor untrue, somewhat untrue, or not at all true?

	TRUE				
	Very	Somewhat	Neither	Somewhat Untrue	Not At All True
a. Provides community services	74-1( )	2( )	3( )	4( )	5( )
b. Offers good training	75-1( )	2( )	3( )	4( )	5( )
c. Offers travel and other exciting opportunities	76-1( )	2( )	3( )	4( )	5( )
d. Offers a place only for "losers"	77-1( )	2( )	3( )	4( )	5( )
e. Offers important benefits to the individual	78-1( )	2( )	3( )	4( )	5( )

LIST CONTINUED ON NEXT PAGE

23a. CONTINUED

	TRUE		Neither	Somewhat Untrue	Not At All True
	Very	Somewhat			
f. Offers challenging work	79-1( )	2( )	3( )	4( )	5( )
g. Gives you discipline	80-1( )	2( )	3( )	4( )	5( )
h. Requires committing a great deal of one's life	COL. 1 (2) COLS. 2-11 (DUPLICATE)				
i. Needed in today's world	12-1( )	2( )	3( )	4( )	5( )
j. Is filled with war-like people	13-1( )	2( )	3( )	4( )	5( )
k. Requires hard work	14-1( )	2( )	3( )	4( )	5( )
	15-1( )	2( )	3( )	4( )	5( )

23b. For each of the following statements, rate how well you think it describes the National Guard, that is, is it very true of the National Guard, somewhat true, neither true nor untrue, somewhat untrue, or not at all true?

	TRUE		Neither	Somewhat Untrue	Not At All True
	Very	Somewhat			
a. Provides community services	16-1( )	2( )	3( )	4( )	5( )
b. Offers good training	17-1( )	2( )	3( )	4( )	5( )
c. Offers travel and other exciting opportunities	18-1( )	2( )	3( )	4( )	5( )
d. Offers a place only for "losers"	19-1( )	2( )	3( )	4( )	5( )
e. Offers important benefits to the individual	20-1( )	2( )	3( )	4( )	5( )
f. Offers challenging work	21-1( )	2( )	3( )	4( )	5( )
g. Gives you discipline	22-1( )	2( )	3( )	4( )	5( )
h. Requires committing a great deal of one's life	23-1( )	2( )	3( )	4( )	5( )
i. Needed in today's world	24-1( )	2( )	3( )	4( )	5( )
j. Is filled with war-like people	25-1( )	2( )	3( )	4( )	5( )
k. Requires hard work	26-1( )	2( )	3( )	4( )	5( )
	COLS. 27-37 (0) COLS. 38-42 (0)				

24. How likely would you be to enlist in the Guard/Reserve if you had to sign up for (NAME ITEM) -- would you definitely enlist, probably enlist, probably not enlist, or definitely not enlist? (DO NOT READ "DON'T KNOW")

	ENLIST		NOT ENLIST		Don't know
	Definitely	Probably	Probably	Definitely	
a. 6 years, the current length of time	43-1( )	2( )	3( )	4( )	9( )
b. 4 years	44-1( )	2( )	3( )	4( )	9( )
c. 2 years	45-1( )	2( )	3( )	4( )	9( )
d. 1 year	46-1( )	2( )	3( )	4( )	9( )

25. Now I'm going to read you another list of statements. As I read each one, please tell me if you strongly agree with the statement, agree somewhat, neither agree nor disagree, disagree somewhat, or strongly disagree with the statement? READ LIST

	AGREE			DISAGREE	
	Strongly	Somewhat	Neither	Somewhat	Strongly
a. The National Guard or Reserves is a place to meet good friends and to make new and lasting friendships.	47-1( )	2( )	3( )	4( )	5( )
b. I like being a member of a team.	48-1( )	2( )	3( )	4( )	5( )
c. I would be proud to be a member of the National Guard or the Reserves.	49-1( )	2( )	3( )	4( )	5( )
d. A nation should always be ready to fight.	50-1( )	2( )	3( )	4( )	5( )
e. In my spare time I prefer doing things with others rather than being by myself.	51-1( )	2( )	3( )	4( )	5( )

LIST CONTINUED ON NEXT PAGE

## 25. CONTINUED

	AGREE		Neither	DISAGREE	
	Strongly	Somewhat		Somewhat	Strongly
f. The National Guard and the Reserves are highly respected in my community.	1( )	2( )	3( )	4( )	5( )-52
g. I've always liked the idea of wearing a uniform.	1( )	2( )	3( )	4( )	5( )-53
h. The military life is a pretty lonely one.	1( )	2( )	3( )	4( )	5( )-54
i. People should give time to help others in need.	1( )	2( )	3( )	4( )	5( )-55
j. The National Guard and Reserves are needed to maintain order in times of civil disturbance and riots.	1( )	2( )	3( )	4( )	5( )-56
k. The National Guard and the Reserves are needed to help in floods and other such disasters.	1( )	2( )	3( )	4( )	5( )-57
l. I like to become involved in projects in my community.	1( )	2( )	3( )	4( )	5( )-58
m. There should always be a clearly defined boss in any project.	1( )	2( )	3( )	4( )	5( )-59
n. I like to belong to organizations or groups which help me find more interesting things to do than being on my own.	1( )	2( )	3( )	4( )	5( )-60
o. Our country is too militaristic.	1( )	2( )	3( )	4( )	5( )-61
p. The National Guard or Reserves offers an opportunity to become involved in projects in my community.	1( )	2( )	3( )	4( )	5( )-62
q. I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble.	1( )	2( )	3( )	4( )	5( )-63
r. It is unnecessary for us to spend billions and billions of dollars each year for military preparations.	1( )	2( )	3( )	4( )	5( )-64

26. Now I want you to think of the various things you might try or look into during the next six months. As I read each of the following, please tell me whether it is something you feel you are very likely to do in the next 6 months, somewhat likely to do, might or might not do, are somewhat unlikely to do, or are very unlikely to do.

	LIKELY			UNLIKELY	
	Very	Somewhat	Neither	Somewhat	Very
a. Send for literature about the military forces.	1( )	2( )	3( )	4( )	5( )-65
b. Talk to a recruiter for one of the military services.	1( )	2( )	3( )	4( )	5( )-66
c. Look for a job, or look to change jobs.	1( )	2( )	3( )	4( )	5( )-67
d. Take a physical or written test for military service.	1( )	2( )	3( )	4( )	5( )-68
e. Move from where I'm living now.	1( )	2( )	3( )	4( )	5( )-69

27. People give various reasons for wanting to do different things with their spare time. As I read each of the following, please tell me how important or unimportant the reason would be to you personally for deciding to do a particular thing -- would it be very important, somewhat important, neither important nor unimportant, somewhat unimportant, or very unimportant to you personally:

	IMPORTANT			UNIMPORTANT	
	Very	Somewhat	Neither	Somewhat	Very
a. Getting the opportunity to put my talents to work.	1( )	2( )	3( )	4( )	5( )-70
b. Obtaining a good second source of income.	1( )	2( )	3( )	4( )	5( )-71
c. Participating in activities that are exciting and adventurous.	1( )	2( )	3( )	4( )	5( )-72
d. The opportunity to serve my country.	1( )	2( )	3( )	4( )	5( )-73
e. Doing work that is challenging.	1( )	2( )	3( )	4( )	5( )-74
f. Making good friends.	1( )	2( )	3( )	4( )	5( )-75
g. Developing a sense of discipline.	1( )	2( )	3( )	4( )	5( )-76
h. Working for a better society.	1( )	2( )	3( )	4( )	5( )-77
i. The opportunity to serve my community.	COLS. 78-80 (3)			COL. 1 (3) COLS. 2-11 (DUPLICATE)	
j. Being with others who are like myself.	1( )	2( )	3( )	4( )	5( )-12
k. Gaining recognition and status.	1( )	2( )	3( )	4( )	5( )-13
l. Learning a new trade or specialty.	1( )	2( )	3( )	4( )	5( )-14
m. Being able to see how I stack up in competition with others.	1( )	2( )	3( )	4( )	5( )-15
n. Learning new and unusual skills.	1( )	2( )	3( )	4( )	5( )-16
o. Learning leadership skills.	1( )	2( )	3( )	4( )	5( )-17
p. Meeting new kinds of people.	1( )	2( )	3( )	4( )	5( )-18

28. Now as I read you this list of statements again, please tell me if you think you would be more likely to accomplish each if you enlisted in the National Guard or Reserves, or by some other part-time job or activity. Would the National Guard or the Reserves -- or another job or activity be much more likely, or somewhat more likely to offer:

	Guard/Reserves			Other Part-Time Job/Activity	
	Much	Somewhat	Neither	Somewhat	Much
a. Getting the opportunity to put my talents to work.	1( )	2( )	3( )	4( )	5( )-20
b. Obtaining a good second source of income.	1( )	2( )	3( )	4( )	5( )-21
c. Participating in activities that are exciting and adventurous.	1( )	2( )	3( )	4( )	5( )-22
d. The opportunity to serve my country.	1( )	2( )	3( )	4( )	5( )-23
e. Doing work that is challenging.	1( )	2( )	3( )	4( )	5( )-24
f. Making good friends.	1( )	2( )	3( )	4( )	5( )-25
g. Developing a sense of discipline.	1( )	2( )	3( )	4( )	5( )-26
h. Working for a better society.	1( )	2( )	3( )	4( )	5( )-27
i. The opportunity to serve my community.	1( )	2( )	3( )	4( )	5( )-28
j. Being with others who are like myself.	1( )	2( )	3( )	4( )	5( )-29
k. Gaining recognition and status.	1( )	2( )	3( )	4( )	5( )-30
l. Learning a new trade or specialty.	1( )	2( )	3( )	4( )	5( )-31
m. Being able to see how I stack up in competition with others.	1( )	2( )	3( )	4( )	5( )-32
n. Learning new and unusual skills.	1( )	2( )	3( )	4( )	5( )-33
o. Learning leadership skills.	1( )	2( )	3( )	4( )	5( )-34
p. Meeting new kinds of people.	1( )	2( )	3( )	4( )	5( )-35



29. If you were to join the National Guard or the Reserves, how likely or unlikely do you think the following things would be? How likely is their occurrence? As I read each statement, please tell me if it would be very likely to exist or occur, somewhat likely, neither likely nor unlikely, somewhat unlikely, or very unlikely to exist or occur:

	LIKELY		Neither	UNLIKELY	
	Very	Somewhat		Somewhat	Very
a. Having a job that's not too demanding.	1( )	2( )	3( )	4( )	5( )-36
b. Taking too much time away from your personal and social activities.	1( )	2( )	3( )	4( )	5( )-37
c. Having military supervisors who would hassle or harass you.	1( )	2( )	3( )	4( )	5( )-38
d. Being with women who want to compete with men.	1( )	2( )	3( )	4( )	5( )-39
e. Losing a chance to progress toward a solid job and job security.	1( )	2( )	3( )	4( )	5( )-40
f. Taking too much time away from your family during drills.	1( )	2( )	3( )	4( )	5( )-41
g. Losing a chance for educational progress.	1( )	2( )	3( )	4( )	5( )-42
h. Being in a position to have to kill other people in a disturbance or a war.	1( )	2( )	3( )	4( )	5( )-43
i. Having to follow routine for the mere sake of the routine.	1( )	2( )	3( )	4( )	5( )-44
j. Being in a position to be killed by others, in a disturbance or a war.	1( )	2( )	3( )	4( )	5( )-45
k. Being called to active duty in case of civil disturbances or riots.	1( )	2( )	3( )	4( )	5( )-46
l. Being with women who are confident in their abilities.	1( )	2( )	3( )	4( )	5( )-47
m. Having problems with your job because of National Guard or Reserve obligations.	1( )	2( )	3( )	4( )	5( )-48
n. Being called to active duty in case of war.	1( )	2( )	3( )	4( )	5( )-49
o. Having to take orders from someone who does not know as much as you do.	1( )	2( )	3( )	4( )	5( )-50

30. From time to time, people have discussed a National Service requirement for U.S. citizens. According to one version of this, all young people between the ages of 18 and 26 would be required to spend one year in one of several service agencies, such as the Peace Corps, Vista, or the National Guard or the Reserves. How would you personally feel about such a requirement for all U.S. young people? Would you be:

51- 1( ) Strongly in favor, 4( ) Somewhat opposed, or  
 2( ) Somewhat in favor, 5( ) Strongly opposed?  
 3( ) Neither in favor nor opposed,

31. Suppose that Congress passed a law instituting such a National Service requirement, and that you had to choose a place to spend your service year. As I read each of the following, please tell me whether it is an agency that you would very much like to serve with, somewhat like to serve with, would neither like nor dislike serving with, somewhat dislike to serve with, or strongly dislike to serve with:

	LIKE		Neither	DISLIKE	
	Very	Somewhat		Somewhat	Strongly
a. Peace Corps or Vista	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-52
b. One of the active military forces (Army, Navy, etc.)	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-53
c. Working in hospitals or old people's homes	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-54
d. National Guard or Reserves	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-55
e. A United Way Agency such as Salvation Army, YMCA's or YWCA's, or Red Cross	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-56

32. Now I'm going to read you a list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, disagree somewhat, or strongly disagree with the statement:

	AGREE		Neither	DISAGREE	
	Strongly	Somewhat		Somewhat	Strongly
a. Young people need some time to find themselves after they finish school.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-57
b. Other people around me seem very much aware of my talents and skills.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-58
c. I want to know beforehand exactly what I'll be doing in the next year or two.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-59
d. What happens to me is my own doing.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-60
e. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad luck anyhow.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-61
f. You can't trust the government, because their policies are always changing.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-62
g. It's no use worrying about politics; nobody can do anything about them anyhow.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-63
h. There are too many choices a young person has to make in today's world.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-64
i. Sometimes I feel the need to show my family what I can do.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-65
j. Politicians and bureaucrats don't care about the people they're supposed to serve.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-66
k. Older people make it really hard for young adults to find their position in life.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-67
l. Military officers don't care about the people who have to serve under them.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-68
m. My family sometimes doesn't understand my style of life.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-69
n. You can't trust the military because their policies are always changing.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-70
o. There are very few jobs really worth doing.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-71
p. When I have to deal with different people, I feel like an actor playing different roles.	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )-72

COLS. 73-80 (0) COL. 1 (4) COLS. 2-11 (DUPLICATE) COLS. 12-17 (0)

33. Please tell me if you would be more likely (NAME ITEM) if you enlisted in the National Guard or Reserves or by another part-time job or using your spare time in another way. Would the National Guard or Reserves/other job/activity be much more likely or somewhat more likely to enable you to do this?

	Guard/Reserves		Neither	Other Part-Time Job/Activity	
	Much	Somewhat		Somewhat	Much
a. To achieve your life's goals	1( )	2( )	3( )	4( )	5( )-18
b. To live a productive life	1( )	2( )	3( )	4( )	5( )-19

- 34a. And now a few questions for classification purposes. Are you:

20- 1( ) Married, 3( ) Widowed, divorced, or (#34c NEXT)  
2( ) Single, (#34c NEXT) 4( ) Separated? (#35 NEXT)

- 34b. IF MARRIED:

Is your spouse working?

21- 1( ) Yes (#35 NEXT) 2( ) No (#35 NEXT)

- 34c. IF SINGLE, WIDOWED, OR DIVORCED:

Are you planning to get married in the next 12 months?

22- 1( ) Yes 2( ) No

35. Do you own your own home?

23- 1( ) Yes 2( ) No

36. What was the last grade of school or college your father completed?

24- 1( ) Less than high school graduate  
2( ) High school graduate  
3( ) Vocational/training school after high school  
4( ) Some college  
5( ) College graduate or more  
9( ) Don't know

37. Was your father a career military man?

25- 1( ) Yes 2( ) No } #39 NEXT  
9( ) Don't know

38. IF YES:

How do you think he would rate his military career -- would he say he was:

26- 1( ) Very satisfied, 4( ) Somewhat dissatisfied, or  
2( ) Somewhat satisfied, 5( ) Very dissatisfied?  
3( ) Neither satisfied nor dissatisfied, 9( ) Don't know

39. What was the last grade of school or college your mother completed?

27- 1( ) Less than high school graduate  
2( ) High school graduate  
3( ) Vocational/training school after high school  
4( ) Some college  
5( ) College graduate or more  
9( ) Don't know

40. Excluding yourself, how many dependents do you have?

- 28- 1( ) None 4( ) Three  
2( ) One 5( ) Four  
3( ) Two 6( ) Five or more

41. During your high school years, would you say you were an:

- 29- 1( ) A student, 4( ) D student, or  
2( ) B student, 5( ) F student?  
3( ) C student,

42. Some people view the different components of the military as very similar and some people view them as very different. Do you feel the (READ ITEM) are very similar to one another, somewhat similar to one another, somewhat different from one another, or very different from one another? (DO NOT READ "DON'T KNOW")

	SIMILAR		DIFFERENT		Don't know
	Very	Somewhat	Somewhat	Very	
a. National Guard and the Active Military	1( )	2( )	3( )	4( )	9( )-30
b. Active Military and the Reserves	1( )	2( )	3( )	4( )	9( )-31
c. National Guard and the Reserves	1( )	2( )	3( )	4( )	9( )-32

43a. How many brothers and sisters do you have? 0( ) None (#44a NEXT) -33

43b. How many are older than you? 0( ) None -34

43c. Have any of them served in the military?

- 35- 1( ) Yes 2( ) No

44a. I'd like you to think of your two best male friends and your two best female friends. (PAUSE.) Have any of them joined the military or talked recently about going into the active military or the National Guard or Reserves?

- 36- 1( ) Yes 2( ) No (#45 NEXT)

44b. IF YES:

How many of your friends joined? -37

45. Now I'd like you to think about what those people who are closest to you might think if you were to join the National Guard or the Reserves. Some people think about their father, their mother, sisters or brothers, a husband or wife, best friends, or about employers or coworkers. When you think about those who matter most to you, do you think most would be very pleased, somewhat pleased, neither pleased nor displeased, somewhat displeased, or very displeased if you were to enlist in the National Guard or the Reserves?

- 38- 1( ) Very pleased 4( ) Somewhat displeased  
2( ) Somewhat pleased 5( ) Very displeased  
3( ) Neither pleased nor displeased 9( ) Don't know

46. And just to be sure we are representing all groups in this survey, please tell me whether you would describe yourself as:

- 39- 1( ) Spanish surname ( ) Other: WRITE IN  
2( ) American Indian or Alaska Native  
3( ) Black  
4( ) Asian or Pacific Islander  
5( ) White

47a. And last, what is your social security number? (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

- 40- 1( ) \_\_\_\_\_  
2( ) Can't remember and can't find readily  
3( ) No social security number  
4( ) Refusal  
5( ) Asks reasons
- GO TO RESPONDENT NAME, ETC.  
#47b NEXT

47b. We need this information for use in a study relating later enlistments in the National Guard and Reserves to some of the ideas we've been discussing in this interview. (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

- 41- 1( ) \_\_\_\_\_  
2( ) Can't remember and can't find readily  
3( ) No social security number  
4( ) Refusal

SS #:

- 42-  
43-  
44-  
45-  
46-  
47-  
48-  
49-  
50-

Interviewer:

- 51-  
52-  
53-

Interview:

- 54-  
55-  
56-  
57-

RESPONDENT \_\_\_\_\_ PHONE \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_  
INTERVIEWER \_\_\_\_\_ DATE \_\_\_\_\_  
SAMPLE SEGMENT \_\_\_\_\_



Associates for Research in Behavior, Inc.  
3401 Market Street  
Philadelphia, Pennsylvania 19104

OMB # 22-5-78004  
September, 1978  
Job #8583

TELEPHONE # \_\_\_\_\_ GROUP C SCREENING

ID #  
COL. 1 (1)

Hello, I'm \_\_\_\_\_ from Associates for Research in Behavior, a research company in Philadelphia. May I please speak with (NAME ON CALL RECORD)? We are conducting a survey for the Federal Government and would like to have your opinion.

COL. 2 (2)

1a. Have you ever been in the military service?

FORM- COL. 3-  
COLS. 4-6 (0)

1( ) Yes

2( ) No (END INTERVIEW-CODE 8)

ID #1- 7-

b. IF YES:

ID #2- 8-

Are you currently serving in the military?

9-

1( ) Yes (END INTERVIEW-CODE 9)

2( ) No

10-

11-

c. IF NO:

Are you currently a member of the active reserves in paid drill status, that is, going to night or weekend unit training assemblies and/or summer training camp?

CALL EVENT- COL. 12-

1( ) Yes (END INTERVIEW-CODE 10)

2( ) No

13-

d. IF NO:

CALL OUTGO 1- COL. 14-

15- For how many months and years were you in the military service?

1( ) less than 2 years (END INTERVIEW-CODE 11)

4( ) 4 years -- 4 years, 11 mos.

2( ) 2 years -- 2 years, 11 mos.

5( ) 5 years -- 5 years, 11 mos.

3( ) 3 years -- 3 years, 11 mos.

6( ) 6 years or more (END INTERVIEW-CODE 11)

e. In what month and year did you enter the military service?

16- 1( ) Before November 1972 (END INTERVIEW-CODE 11)

5( ) January - December 1975

2( ) November - December 1972

6( ) January - November 1976

3( ) January - December 1973

7( ) November 1976 or later (END INTERVIEW-CODE 11)

4( ) January - December 1974

f. In what month and year were you released from the military service?

17- 1( ) Before November 1974 (END INTERVIEW-CODE 11)

4( ) January - December 1976

2( ) November - December 1974

5( ) January - December 1977

3( ) January - December 1975

6( ) January - November 1978

g. In what branch of the military did you serve?

18- 1( ) Air Force

4( ) Marines

2( ) Army

5( ) Navy

3( ) Coast Guard

h. How old are you?

19- 1( ) Under 20

3( ) 25 - 29

5( ) 35 - 39

2( ) 20 - 24

4( ) 30 - 34

6( ) 40 or older

COLS. 20-21 (0)

i. What is the last year of school or college you completed?

22- 1( ) less than high school graduate

4( ) Some college

2( ) High school graduate

5( ) College graduate

3( ) Vocational school/training after high school

6( ) Post graduate work

DO NOT USE ONLY COL. 23 (1)

RESPONDENT

PHONE

ADDRESS

CITY

STATE

ZIP

INTERVIEWER

DATE

PRINT NAME

24-

26-

28-

Associates for Research in Behavior, Inc.  
3401 Market Street  
Philadelphia, Pennsylvania 19104

OMB # 22-5-78004  
September, 1978  
Job #8583

ENLISTMENT STUDY - GROUP C QUESTIONNAIRE - FORM 2

Your household has been chosen by chance. Any information you give us is held completely confidential by our firm. Participation in the survey is voluntary and there will be no consequences for failure to respond to any particular questions.

2. Are you currently attending any type of school or college?  
29- 1( ) Yes (#4 NEXT) 2( ) No
3. IF NO:  
Are you planning to attend any type of school or college in the next year or so?  
30- 1( ) Yes 2( ) No (#7 NEXT)
4. IF YES IN #2 OR #3:  
What type of school are you attending/planning to attend?  
31- 1( ) High school  
2( ) Vocational training school after high school (#6 NEXT)  
3( ) Two-year college (#6 NEXT)  
4( ) Four-year college (#6 NEXT)
5. IF HIGH SCHOOL:  
Do you plan to go on to vocational training or college after high school?  
32- 1( ) Yes (#7 NEXT) 2( ) No (#7 NEXT)
- 33- 6. IF COLLEGE OR VOCATIONAL TRAINING IN #4:  
How many courses are you taking/planning to take? \_\_\_\_\_
7. Are you currently employed outside your home?  
34- 1( ) Yes 2( ) No (#11 NEXT)
- 35- 8a. IF YES:  
How many hours a week do you regularly work? \_\_\_\_\_
- 37- 8b. On the average, how many weekends a month do you work? \_\_\_\_\_
- 8c. Do you work on a rotating shift?  
38- 1( ) Yes 2( ) No
9. How satisfied are you with your present job? Are you:  
39- 1( ) Very satisfied, 3( ) Somewhat dissatisfied, or  
2( ) Somewhat satisfied, 4( ) Very dissatisfied?
10. How long have you been employed there?  
40- 1( ) Less than 6 months 3( ) 1 - 5 years  
2( ) 6 months - 11 months 4( ) More than 5 years
- SKIP TO Q. 12 NEXT.
11. IF NOT CURRENTLY EMPLOYED IN Q. 7:  
Are you looking for work?  
41- 1( ) Yes 2( ) No

12. How difficult do you think it is for someone in your type of work to find a job in your area? Is it:

- 42- 1( ) Very difficult, 3( ) Somewhat easy, or  
2( ) Somewhat difficult, 4( ) Very easy?

13. Now I'm going to read you a list of several things which young people your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that. For instance, how likely is it that you would be (READ STATEMENT)? Would you say definitely, probably, probably not, or definitely not?

	Definitely	Probably	Probably Not	Definitely Not	DK/Not Sure
a. Working in a factory	43-1( )	2( )	3( )	4( )	9( )
b. Working at a desk in a business office	44-1( )	2( )	3( )	4( )	9( )
c. Working as a salesperson	45-1( )	2( )	3( )	4( )	9( )

FOR STATEMENTS d THROUGH i, START WITH STARRED ITEM FIRST; ROTATE THRU REMAINDER.

d. Serving in the Army National Guard	46-1( )	2( )	3( )	4( )	9( )
e. Serving in the Air National Guard	47-1( )	2( )	3( )	4( )	9( )
f. Serving in the Army Reserve	48-1( )	2( )	3( )	4( )	9( )
g. Serving in the Air Force Reserve	49-1( )	2( )	3( )	4( )	9( )
h. Serving in the Marine Corps Reserve	50-1( )	2( )	3( )	4( )	9( )
i. Serving in the Navy Reserve	51-1( )	2( )	3( )	4( )	9( )

STATEMENT J IS ALWAYS ASKED LAST.

j. Serving in the active military	52-1( )	2( )	3( )	4( )	9( )
-----------------------------------	---------	------	------	------	------

14. Have you ever received recruiting literature from the National Guard/Reserves?

- 53- 1( ) Yes 2( ) No (#16 NEXT)

15a. IF YES:

About how many pieces of literature did you receive during the last six months?

- 54- 1( ) None (#16 NEXT) 3( ) 4 - 6  
2( ) 1 - 3 4( ) 7 or more

15b. What do you usually do with the literature you receive? CHECK ALL MENTIONED BY RESPONDENT

- 55- 1( ) Send in coupons in it 59- ( ) Other \_\_\_\_\_  
56- 2( ) Read it WRITE IN  
57- 3( ) Save it to consider later  
58- 4( ) Throw it away

16. Did a recruiter ever talk with you about joining the National Guard or Reserves?

- 60- 1( ) Yes 2( ) No (#18 NEXT)

17. IF YES:

Was your discussion with the recruiter:

- 61- 1( ) Very helpful to you, 3( ) Not very helpful to you?  
2( ) Somewhat helpful to you, or

COL. 62 (0)

19. Did you ever actually apply to join the National Guard or Reserves?

- 63- 1( ) Yes 2( ) No

COLS. 64-66 (0)

21a. The requirements and benefits of the Active Military, the National Guard, and the Reserves vary somewhat.

For how long do you think you have to enlist, if you join the (NAME UNIT)?

<u>Reserves</u>	
1 year	67-1( )
2 years	2( )
3 years	3( )
4 years	4( )
5 years	5( )
6 years	6( )
Other: WRITE IN	
Don't know	9( )

COLS. 68-69 (0)

22a. Now I would like to ask you a few questions about the Guard and Reserves.

Do you think you might lose pay from a regular job as a result of attending National Guard or Reserve drills and summer camp?

70- 1( ) Yes 2( ) No 9( ) Don't know

22b. In the Guard/Reserve, how difficult do you think the following situations would be? Do you believe that (READ ITEM) is very difficult, somewhat difficult, not very difficult, or not at all difficult?

	<u>DIFFICULT</u>			
	<u>Very</u>	<u>Somewhat</u>	<u>Not Very</u>	<u>Not At All</u>
a. Men taking orders from women	71-1( )	2( )	3( )	4( )
b. Women taking orders from men	72-1( )	2( )	3( )	4( )
c. Women taking orders from women	73-1( )	2( )	3( )	4( )

23a. Different people have different ideas about the military. How well do you think the following statements describe the Active Military Service? Is the statement (READ ITEM), very true of the Active Military, somewhat true, neither true nor untrue, somewhat untrue, or not at all true?

	<u>TRUE</u>			<u>Somewhat</u>	<u>Not At All</u>
	<u>Very</u>	<u>Somewhat</u>	<u>Neither</u>		
a. Provides community services	74-1( )	2( )	3( )	4( )	5( )
b. Offers good training	75-1( )	2( )	3( )	4( )	5( )
c. Offers travel and other exciting opportunities	76-1( )	2( )	3( )	4( )	5( )
d. Offers a place only for "losers"	77-1( )	2( )	3( )	4( )	5( )
e. Offers important benefits to the individual	78-1( )	2( )	3( )	4( )	5( )

LIST CONTINUED ON NEXT PAGE

23a. CONTINUED

	TRUE			Somewhat Untrue	Not At All True
	Very	Somewhat	Neither		
f. Offers challenging work	79-1( )	2( )	3( )	4( )	5( )
g. Gives you discipline	80-1( )	2( )	3( )	4( )	5( )
h. Requires committing a great deal of one's life	COL. 1 (2)	COLS. 2-11 (DUPLICATE)			
i. Needed in today's world	12-1( )	2( )	3( )	4( )	5( )
j. Is filled with war-like people	13-1( )	2( )	3( )	4( )	5( )
k. Requires hard work	14-1( )	2( )	3( )	4( )	5( )
	15-1( )	2( )	3( )	4( )	5( )

COLS. 16-26 (0)

23b. For each of the following statements, rate how well you think it describes the Reserves, that is, is it very true of the Reserves, somewhat true, neither true nor untrue, somewhat untrue, or not at all true?

	TRUE			Somewhat Untrue	Not At All True
	Very	Somewhat	Neither		
a. Provides community services	27-1( )	2( )	3( )	4( )	5( )
b. Offers good training	28-1( )	2( )	3( )	4( )	5( )
c. Offers travel and other exciting opportunities	29-1( )	2( )	3( )	4( )	5( )
d. Offers a place only for "losers"	30-1( )	2( )	3( )	4( )	5( )
e. Offers important benefits to the individual	31-1( )	2( )	3( )	4( )	5( )
f. Offers challenging work	32-1( )	2( )	3( )	4( )	5( )
g. Gives you discipline	33-1( )	2( )	3( )	4( )	5( )
h. Requires committing a great deal of one's life	34-1( )	2( )	3( )	4( )	5( )
i. Needed in today's world	35-1( )	2( )	3( )	4( )	5( )
j. Is filled with war-like people	36-1( )	2( )	3( )	4( )	5( )
k. Requires hard work	37-1( )	2( )	3( )	4( )	5( )



23c. I'd like to change the topic now. I notice that you were in the (NAME SERVICE FROM SCREENER). Overall, how satisfied were you with the time you spent in the (NAME SERVICE) -- were you:

- 38- 1( ) Very satisfied,  
 2( ) Somewhat satisfied,  
 3( ) Neither satisfied nor dissatisfied,  
 4( ) Somewhat dissatisfied, or  
 5( ) Very dissatisfied with the service?

23d. Did you get the MOS or specialty or AFSC you wanted when you joined the service?

- 39- 1( ) Yes 2( ) No

23e. How satisfied were you with your MOS or specialty or AFSC -- were you:

- 40- 1( ) Very satisfied,  
 2( ) Somewhat satisfied,  
 3( ) Neither satisfied nor dissatisfied,  
 4( ) Somewhat dissatisfied, or  
 5( ) Very dissatisfied with the service?

23f. What was your grade when you left the service?

- 41- 1( ) E-1 6( ) E-6  
 2( ) E-2 7( ) E-7  
 3( ) E-3 8( ) E-8  
 4( ) E-4 9( ) E-9  
 5( ) E-5

23g. Did you enlist in the service or were you drafted?

- 42- 1( ) Enlisted 2( ) Drafted

24. How likely would you be to enlist in the Guard/Reserve if you had to sign up for (NAME ITEM) -- would you definitely enlist, probably enlist, probably not enlist, or definitely not enlist? (DO NOT READ "DON'T KNOW")

	ENLIST		NOT ENLIST		Don't know
	Definitely	Probably	Probably	Definitely	
a. 6 years, the current length of time	43-1( )	2( )	3( )	4( )	9( )
b. 4 years	44-1( )	2( )	3( )	4( )	9( )
c. 2 years	45-1( )	2( )	3( )	4( )	9( )
d. 1 year	46-1( )	2( )	3( )	4( )	9( )

25. Now I'm going to read you another list of statements. As I read each one, please tell me if you strongly agree with the statement, agree somewhat, neither agree nor disagree, disagree somewhat, or strongly disagree with the statement? READ LIST

	AGREE		Neither	DISAGREE	
	Strongly	Somewhat		Somewhat	Strongly
a. The National Guard or Reserves is a place to meet good buddies and make lasting friendships.	47-1( )	2( )	3( )	4( )	5( )
b. I like being a member of a team.	48-1( )	2( )	3( )	4( )	5( )
c. I would be proud to be a member of the National Guard or the Reserves.	49-1( )	2( )	3( )	4( )	5( )
d. A nation should always be ready to fight.	50-1( )	2( )	3( )	4( )	5( )
e. In my spare time I prefer doing things with others rather than being by myself.	51-1( )	2( )	3( )	4( )	5( )

LIST CONTINUED ON NEXT PAGE

25. CONTINUED

	AGREE		Neither	DISAGREE	
	Strongly	Somewhat		Somewhat	Strongly
f. The National Guard and the Reserves are highly respected in my community.	1( )	2( )	3( )	4( )	5( )-52
g. I've always liked the idea of wearing a uniform.	1( )	2( )	3( )	4( )	5( )-53
h. The military life is a pretty lonely one.	1( )	2( )	3( )	4( )	5( )-54
i. People should give time to help others in need.	1( )	2( )	3( )	4( )	5( )-55
j. The National Guard and Reserves are needed to maintain order in times of civil disturbance and riots.	1( )	2( )	3( )	4( )	5( )-56
k. The National Guard and the Reserves are needed to help in floods and other such disasters.	1( )	2( )	3( )	4( )	5( )-57
l. I like to become involved in projects in my community.	1( )	2( )	3( )	4( )	5( )-58
m. There should always be a clearly defined boss in any project.	1( )	2( )	3( )	4( )	5( )-59
n. I like to belong to organizations or groups which help me find more interesting things to do than being on my own.	1( )	2( )	3( )	4( )	5( )-60
o. Our country is too militaristic.	1( )	2( )	3( )	4( )	5( )-61
p. The National Guard or Reserves offers an opportunity to become involved in projects in my community.	1( )	2( )	3( )	4( )	5( )-62
q. I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble.	1( )	2( )	3( )	4( )	5( )-63
r. It is unnecessary for us to spend billions and billions of dollars each year for military preparations.	1( )	2( )	3( )	4( )	5( )-64

26. Now I want you to think of the various things you might try or look into during the next six months. As I read each of the following, please tell me whether it is something you feel you are very likely to do in the next 6 months, somewhat likely to do, might or might not do, are somewhat unlikely to do, or are very unlikely to do.

	LIKELY		Neither	UNLIKELY	
	Very	Somewhat		Somewhat	Very
a. Send for literature about the military forces.	1( )	2( )	3( )	4( )	5( )-65
b. Talk to a recruiter for one of the military services.	1( )	2( )	3( )	4( )	5( )-66
c. Look for a job, or look to change jobs.	1( )	2( )	3( )	4( )	5( )-67
d. Take a physical or written test for military service.	1( )	2( )	3( )	4( )	5( )-68
e. Move from where I'm living now.	1( )	2( )	3( )	4( )	5( )-69

27. People give various reasons for wanting to do different things with their spare time. As I read each of the following, please tell me how important or unimportant the reason would be to you personally for deciding to do a particular thing -- would it be very important, somewhat important, neither important nor unimportant, somewhat unimportant, or very unimportant to you personally:

	IMPORTANT			UNIMPORTANT	
	Very	Somewhat	Neither	Somewhat	Very
a. Getting the opportunity to put my talents to work.	1( )	2( )	3( )	4( )	5( )-70
b. Obtaining a good second source of income.	1( )	2( )	3( )	4( )	5( )-71
c. Participating in activities that are exciting and adventurous.	1( )	2( )	3( )	4( )	5( )-72
d. The opportunity to serve my country.	1( )	2( )	3( )	4( )	5( )-73
e. Doing work that is challenging.	1( )	2( )	3( )	4( )	5( )-74
f. Making good friends.	1( )	2( )	3( )	4( )	5( )-75
g. Developing a sense of discipline.	1( )	2( )	3( )	4( )	5( )-76
h. Working for a better society.	1( )	2( )	3( )	4( )	5( )-77
i. The opportunity to serve my community.	COLS.78-80 (0)			COL.1 (3) COLS.2-11 (DUPLICATE)	
j. Being with others who are like myself.	1( )	2( )	3( )	4( )	5( )-12
k. Gaining recognition and status.	1( )	2( )	3( )	4( )	5( )-13
l. Learning a new trade or specialty.	1( )	2( )	3( )	4( )	5( )-14
m. Being able to see how I stack up in competition with others.	1( )	2( )	3( )	4( )	5( )-15
n. Learning new and unusual skills.	1( )	2( )	3( )	4( )	5( )-16
o. Learning leadership skills.	1( )	2( )	3( )	4( )	5( )-17
p. Meeting new kinds of people.	1( )	2( )	3( )	4( )	5( )-18

28. Now as I read you this list of statements again, please tell me if you think you would be more likely to accomplish each if you enlisted in the National Guard or Reserves, or by some other part-time job or activity. Would the National Guard or the Reserves -- or another job or activity be much more likely, or somewhat more likely to offer:

	Guard/Reserves			Other Part-Time Job/Activity	
	Much	Somewhat	Neither	Somewhat	Much
a. Getting the opportunity to put my talents to work.	1( )	2( )	3( )	4( )	5( )-20
b. Obtaining a good second source of income.	1( )	2( )	3( )	4( )	5( )-21
c. Participating in activities that are exciting and adventurous.	1( )	2( )	3( )	4( )	5( )-22
d. The opportunity to serve my country.	1( )	2( )	3( )	4( )	5( )-23
e. Doing work that is challenging.	1( )	2( )	3( )	4( )	5( )-24
f. Making good friends.	1( )	2( )	3( )	4( )	5( )-25
g. Developing a sense of discipline.	1( )	2( )	3( )	4( )	5( )-26
h. Working for a better society.	1( )	2( )	3( )	4( )	5( )-27
i. The opportunity to serve my community.	1( )	2( )	3( )	4( )	5( )-28
j. Being with others who are like myself.	1( )	2( )	3( )	4( )	5( )-29
k. Gaining recognition and status.	1( )	2( )	3( )	4( )	5( )-30
l. Learning a new trade or specialty.	1( )	2( )	3( )	4( )	5( )-31
m. Being able to see how I stack up in competition with others.	1( )	2( )	3( )	4( )	5( )-32
n. Learning new and unusual skills.	1( )	2( )	3( )	4( )	5( )-33
o. Learning leadership skills.	1( )	2( )	3( )	4( )	5( )-34
p. Meeting new kinds of people.	1( )	2( )	3( )	4( )	5( )-35

29. If you were to join the National Guard or the Reserves, how likely or unlikely do you think the following things would be? How likely is their occurrence? As I read each statement, please tell me if it would be very likely to exist or occur, somewhat likely, neither likely nor unlikely, somewhat unlikely, or very unlikely to exist or occur:

	LIKELY		Neither	UNLIKELY	
	Very	Somewhat		Somewhat	Very
a. Having a job that's not too demanding.	1( )	2( )	3( )	4( )	5( )-36
b. Taking too much time away from your personal and social activities.	1( )	2( )	3( )	4( )	5( )-37
c. Having military supervisors who would hassle or harrass you.	1( )	2( )	3( )	4( )	5( )-38
d. Being with women who want to compete with men.	1( )	2( )	3( )	4( )	5( )-39
e. Losing a chance to progress toward a solid job and job security.	1( )	2( )	3( )	4( )	5( )-40
f. Taking too much time away from your family during drills.	1( )	2( )	3( )	4( )	5( )-41
g. Losing a chance for educational progress.	1( )	2( )	3( )	4( )	5( )-42
h. Being in a position to have to kill other people in a disturbance or a war.	1( )	2( )	3( )	4( )	5( )-43
i. Having to follow routine for the mere sake of the routine.	1( )	2( )	3( )	4( )	5( )-44
j. Being in a position to be killed by others, in a disturbance or a war.	1( )	2( )	3( )	4( )	5( )-45
k. Being called to active duty in case of civil disturbances or riots.	1( )	2( )	3( )	4( )	5( )-46
l. Being with women who are confident in their abilities.	1( )	2( )	3( )	4( )	5( )-47
m. Having problems with your job because of National Guard or Reserve obligations.	1( )	2( )	3( )	4( )	5( )-48
n. Being called to active duty in case of war.	1( )	2( )	3( )	4( )	5( )-49
o. Having to take orders from someone who does not know as much as you do.	1( )	2( )	3( )	4( )	5( )-50

30. From time to time, people have discussed a National Service requirement for U.S. citizens. According to one version of this, all young people between the ages of 18 and 26 would be required to spend one year in one of several service agencies, such as the Peace Corps, Vista, or the National Guard or the Reserves. How would you personally feel about such a requirement for all U.S. young people? Would you be:

- 51- 1( ) Strongly in favor, 4( ) Somewhat opposed, or  
 2( ) Somewhat in favor, 5( ) Strongly opposed?  
 3( ) Neither in favor nor opposed,

31. Suppose that Congress passed a law instituting such a National Service requirement, and that you had to choose a place to spend your service year. As I read each of the following, please tell me whether it is an agency that you would very much like to serve with, somewhat like to serve with, would neither like nor dislike serving with, somewhat dislike to serve with, or strongly dislike to serve with:

	LIKE			DISLIKE	
	Very	Somewhat	Neither	Somewhat	Strongly
a. Peace Corps or Vista	1( )	2( )	3( )	4( )	5( )-52
b. One of the active military forces (Army, Navy, etc.)	1( )	2( )	3( )	4( )	5( )-53
c. Working in hospitals or old people's homes	1( )	2( )	3( )	4( )	5( )-54
d. National Guard or Reserves	1( )	2( )	3( )	4( )	5( )-55
e. A United Way Agency such as Salvation Army, YMCA's or YMHA's, or Red Cross	1( )	2( )	3( )	4( )	5( )-56

COLS. 57-72 (0)

32. Now I'm going to read you a list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, disagree somewhat, or strongly disagree with the statement:

	AGREE			DISAGREE	
	Strongly	Somewhat	Neither	Somewhat	Strongly
a. Any woman who joins the National Guard or the Reserves has no complaint coming if men treat her badly.	1( )	2( )	3( )	4( )	5( )-73
b. Women do not have the physical strength and endurance to be military personnel.	1( )	2( )	3( )	4( )	5( )-74
c. The military life is a good influence on most young people.	1( )	2( )	3( )	4( )	5( )-75
d. Women think less clearly than men, and are more emotional.	1( )	2( )	3( )	4( )	5( )-76
e. Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units.	1( )	2( )	3( )	4( )	5( )-77
f. Participation in the National Guard or Reserves would interfere with a woman's family responsibility.	1( )	2( )	3( )	4( )	5( )-78
g. Women are not likely to be treated fairly in the military, with regard to recognition and promotion.	1( )	2( )	3( )	4( )	5( )-79
h. A woman can find more non-traditional jobs available to her in the military than in the civilian world.	1( )	2( )	3( )	4( )	5( )-80
i. Women have a tougher time adjusting to military life than do men.	COL. 1 (4)	COLS. 2-11 (DUPLICATE)			
j. Women in the National Guard or the Reserves can be very useful in such non-traditional occupations as radar technicians and mechanics.	1( )	2( )	3( )	4( )	5( )-13
k. Women in the military are less feminine than other women.	1( )	2( )	3( )	4( )	5( )-14
l. The discipline of the military injures self-respect and individualism.	1( )	2( )	3( )	4( )	5( )-15
m. Women in the National Guard or the Reserves can be very useful in the traditional occupations of nursing and secretarial work.	1( )	2( )	3( )	4( )	5( )-16
n. Employers value people who have had military training.	1( )	2( )	3( )	4( )	5( )-17



33. Please tell me if you would be more likely (NAME ITEM) if you enlisted in the National Guard or Reserves or by another part-time job or using your spare time in another way. Would the National Guard or Reserves/other job/activity be much more likely or somewhat more likely to enable you to do this?

	Guard/Reserves			Other Part-Time Job/Activity	
	Much	Somewhat	Neither	Somewhat	Much
a. To achieve your life's goals	1( )	2( )	3( )	4( )	5( )-18
b. To live a productive life	1( )	2( )	3( )	4( )	5( )-19

34a. And now a few questions for classification purposes. Are you: .  
 20- 1( ) Married, 3( ) Widowed, divorced, or (#34c NEXT)  
 2( ) Single, (#34c NEXT) 4( ) Separated? (#35 NEXT)

34b. IF MARRIED:  
 Is your spouse working?  
 21- 1( ) Yes (#35 NEXT) 2( ) No (#35 NEXT)

34c. IF SINGLE, WIDOWED, OR DIVORCED:  
 Are you planning to get married in the next 12 months?  
 22- 1( ) Yes 2( ) No

35. Do you own your own home?  
 23- 1( ) Yes 2( ) No

36. What was the last grade of school or college your father completed?  
 24- 1( ) Less than high school graduate  
 2( ) High school graduate  
 3( ) Vocational/training school after high school  
 4( ) Some college  
 5( ) College graduate or more  
 9( ) Don't know

37. Was your father a career military man?  
 25- 1( ) Yes 2( ) No  
 9( ) Don't know } #39 NEXT

38. IF YES:  
 How do you think he would rate his military career -- would he say he was:  
 26- 1( ) Very satisfied, 4( ) Somewhat dissatisfied, or  
 2( ) Somewhat satisfied, 5( ) Very dissatisfied?  
 3( ) Neither satisfied nor dissatisfied, 9( ) Don't know

39. What was the last grade of school or college your mother completed?  
 27- 1( ) Less than high school graduate  
 2( ) High school graduate  
 3( ) Vocational/training school after high school  
 4( ) Some college  
 5( ) College graduate or more  
 9( ) Don't know

40. Excluding yourself, how many dependents do you have?

- 28- 1( ) None 4( ) Three  
2( ) One 5( ) Four  
3( ) Two 6( ) Five or more

41. During your high school years, would you say you were an:

- 29- 1( ) A student, 4( ) D student, or  
2( ) B student, 5( ) F student?  
3( ) C student,

42. Some people view the different components of the military as very similar and some people view them as very different. Do you feel the (READ ITEM)' are very similar to one another, somewhat similar to one another, somewhat different from one another, or very different from one another? (DO NOT READ "DON'T KNOW")

	SIMILAR		DIFFERENT		Don't know
	Very	Somewhat	Somewhat	Very	
a. National Guard and the Active Military	1( )	2( )	3( )	4( )	9( )-30
b. Active Military and the Reserves	1( )	2( )	3( )	4( )	9( )-31
c. National Guard and the Reserves	1( )	2( )	3( )	4( )	9( )-32

43a. How many brothers and sisters do you have? 0( ) None (#44a NEXT) -33

43b. How many are older than you? 0( ) None -34

43c. Have any of them served in the military?

- 35- 1( ) Yes 2( ) No

44a. I'd like you to think of your two best male friends and your two best female friends. (PAUSE.) Have any of them joined the military or talked recently about going into the active military or the National Guard or Reserves?

- 36- 1( ) Yes 2( ) No (#45 NEXT)

44b. IF YES:

How many of your friends joined? -37

45. Now I'd like you to think about what those people who are closest to you might think if you were to join the National Guard or the Reserves. Some people think about their father, their mother, sisters or brothers, a husband or wife, best friends, or about employers or coworkers. When you think about those who matter most to you, do you think most would be very pleased, somewhat pleased, neither pleased nor displeased, somewhat displeased, or very displeased if you were to enlist in the National Guard or the Reserves?

- 38- 1( ) Very pleased 4( ) Somewhat displeased  
2( ) Somewhat pleased 5( ) Very displeased  
3( ) Neither pleased nor displeased 9( ) Don't know

46. And just to be sure we are representing all groups in this survey, please tell me whether you would describe yourself as:

- 39- 1( ) Spanish surname ( ) Other: WRITE IN  
2( ) American Indian or Alaska Native  
3( ) Black  
4( ) Asian or Pacific Islander  
5( ) White

47a. And last, what is your social security number? (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

- 40- 1( ) \_\_\_\_\_  
2( ) Can't remember and can't find readily  
3( ) No social security number \_\_\_\_\_  
4( ) Refusal  
5( ) Asks reasons \_\_\_\_\_
- GO TO RESPONDENT NAME, ETC.  
#47b NEXT

47b. We need this information for use in a study relating later enlistments in the National Guard and Reserves to some of the ideas we've been discussing in this interview. (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

- 41- 1( ) \_\_\_\_\_  
2( ) Can't remember and can't find readily  
3( ) No social security number  
4( ) Refusal

SS #:

42-  
43-  
44-  
45-  
46-  
47-  
48-  
49-  
50-

Interviewer:

51-  
52-  
53-

Interview:

54-  
55-  
56-  
57-

RESPONDENT \_\_\_\_\_ PHONE \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_  
INTERVIEWER \_\_\_\_\_ DATE \_\_\_\_\_

SAMPLE SEGMENT \_\_\_\_\_